

Rockford Area Schools



Teacher Evaluation Guide

Rockford Area Schools Believe...

- in supporting continuous growth and improvement for all educators.
- effective teaching practices lead to improved student learning and success.
- teachers who set growth goals and work to achieve them with the help of a coach or administrator improve their expertise and instructional skills.
- developing the evaluation plan in partnership with the teacher association affirms the existing respectful and collaborative relationship.

Teacher Evaluation Statute

The teacher accountability law (Minn. Stat. 122A.40 and 122A.41) allows a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and continuing contract teachers. All annual teacher evaluations must satisfy 12 criteria. The following pages outline more information on each of the 12 criteria.

1. Provide 3 evaluations each year of probationary teachers, the first one each year within 90 days of employment
2. Establish a three-year review cycle for each continuing contract teacher that includes a growth and development plan, peer review, the opportunity to participate in a professional learning community, and at least one summative evaluation performed by a qualified and trained educator
3. Be based on professional teaching standards established in MN Rule 8710.2000
4. Coordinate staff development activities with the evaluation process and outcomes
5. Allow school time for coaching and collaboration
6. Include mentoring and induction programs
7. Allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessment
8. Must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results
9. Use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which the teacher is responsible
10. Require qualified and trained evaluators to perform summative evaluations
11. Give teachers not meeting professional teaching standards the support to improve with established goals and timelines
12. Discipline teachers who do not adequately improve

1. Provide 3 evaluations each year of probationary teachers, the first one each year within 90 days of employment

Probationary teachers at Rockford Area Schools will be observed a minimum of three times each year by their principal, or an administrative designee. The goal for the probationary teacher is to meet the expectations for the year of proficiency designated by the shaded box on the *Continuing Contract Teacher Evaluation Rubric* (see Appendix pages 1-6). By the third observation, probationary teachers needing only one year in the district due to having obtained continuing contract status in another district must achieve all expectations designated on the rubric.

The evaluation process and the documents used in the process will be shared with all probationary teachers as part of the building principals' discussions with teachers new to their buildings. In addition, the probationary teachers will have similar discussions as part of the district's mentoring process.

Licensed administrators in the district will receive training prior to their use of the observation documents in order to ensure that evaluation procedures are conducted consistently throughout the district. The administrative team will periodically meet to determine if the process is being conducted in a similar manner in each building.

At least one day prior to each scheduled observation, teachers will complete the *Pre-Observation Form* (see Appendix page 7) and will meet with the administrator to prepare for each classroom observation and to review the teacher's lesson plan. The meeting will be used to ensure that the expectations for the observation are clearly understood.

Within five days of the observation, the observed teacher will complete the *Post-Observation Form* (see Appendix page 8 and 9) and will meet with the evaluator to discuss the observation. The process will serve as an opportunity for teachers to reflect on their lesson and will also offer a means to elaborate on their professionalism as outlined in Domain IV of the rubric.

At the conclusion of the third observation, the administrator will complete *The Probationary Teacher Summative Evaluation* (see Appendix 10 and 11).

2. Establish a three-year review cycle for each continuing contract teacher that includes a growth and development plan, peer review, the opportunity to participate in a professional learning community, and at least one summative evaluation performed by a qualified and trained educator

Continuing Contract teachers will be placed on a three-year review cycle whereby they will be formally observed by an administrator a minimum of one time during their “high-cycle” year. In addition, teachers will be observed by peers as part of the District’s Q Comp Plan during the high-cycle and off-cycle years. Teachers will be part of a PLC through the Q Comp plan and will receive peer coaching to improve instruction and increase student achievement.

At least one day prior to the scheduled observation, teachers will complete the *Pre-Observation Form* (see Appendix page 7) and will meet with the administrator to prepare for the classroom observation and to review the teacher’s lesson plan. The meeting will be used to ensure that the expectations for the observation are clearly understood, to familiarize the administrator with the teacher’s group of students, and to identify the student outcomes that are anticipated to be accomplished.

The Continuing Contract Teacher Evaluation Rubric (see Appendix pages 12-17) will be used to evaluate the high-cycle teachers. The document is identical to *The Probationary Teacher Evaluation Rubric* but does not contain the year of proficiency designation.

Within five days of the observation, the observed teacher will complete the *Post-Observation Form* (see Appendix page 8) and schedule time to meet with the evaluator to discuss the observation. The process will serve as an opportunity for teachers to reflect on their lesson and will also offer a means to elaborate on their professionalism as outlined in Domain IV of the rubric.

At the conclusion of the third observation, the administrator will complete *The Continuing Contract Teacher Summative Evaluation* (see Appendix 16) addressing such areas as student achievement results (35%) and longitudinal data on student engagement and connection (10%), as locally agreed upon.

3. Be based on professional teaching standards established in MN Rule 8710.2000

Minnesota Standards of Effective Practice for Teachers

Standard 1: A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social and personal development.

Standard 3: A teacher must understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse cultural backgrounds and exceptionalities.

Standard 4: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 6: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, the students, the community and curriculum goals.

Standard 8: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being.

- 4. Coordinate staff development activities with the evaluation process and outcomes**
- 5. Allow school time for coaching and collaboration**
- 6. Include mentoring and induction programs**

Each school site will be divided into grade level and/or department teams to create Professional Learning Communities of four to nine members depending on the size of the department or grade level.

RHS, RMS, and REAMS professional development will provide ongoing support and training in the following areas: instructional strategies, content area reading strategies, differentiated instruction, teacher observation/evaluation, and curriculum development during all PLC team meetings and staff development. These meeting times will include the professional development activities of: modeling instructional strategies, analysis of student work, demonstration teaching, use of data to inform instruction, peer coaching, self-reflection, mentoring and support services collaboration.

Mentors serve in the mentorship capacity with all new staff, both novice and more experienced but new to Rockford. Mentors attend an initial mentor training and then spend time in training along with their year one mentee prior to the start of the school year. They meet with their mentee formally once each month to complete mentor program requirements and informally on a regular basis. Mentors provide information on district and building procedures, as well as requirements related to state academic standards and local curriculum.

Adapted from Rockford Area Schools Q Comp Plan

- 7. Allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessment**

A teacher may submit a portfolio of evidence for a summative evaluation. The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher re-licensure requirements and must include a teacher's own performance assessment based on student work and examples of teacher's work.

- 8. Must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results**
- 9. Use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which the teacher is responsible**

Student learning is the main focus of an effective teacher's practices. Great teachers align their instruction with standards, either state or national, and continually assess student growth and achievement. They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress.

Statutes require school districts to use different types of measures—a value added model and a measure of student growth. Value-added assessment is a method of analyzing test data that can measure the effect that instructional strategies, curricula and professional development have on student achievement.

All licensed staff can set learning goals because the ability to measure student learning does not depend on the scores of standardized test scores. Licensed staff can set learning goals on specific objectives they want to achieve with their students. They can then measure growth using measures that are most relevant for their students and their content areas. In order to demonstrate consistency, multiple teachers who teach the same course should use a common assessment.

The Q Comp Plan outlines measures that licensed staff in Rockford use to earn performance pay. In addition, administrators may have one to three years of student achievement ratings to synthesize when evaluating probationary and continuing contract teachers.

Student engagement will be measured by the summative evaluator largely through observed interactions with students both inside and outside the classroom. If teachers build positive relationships, make content relevant, and plan and facilitate rigorous instruction, then students will be engaged at high levels.

10. Require qualified and trained evaluators to perform summative evaluations

11. Give teachers not meeting professional teaching standards the support to improve with established goals and timelines

12. Discipline teachers who do not adequately improve

Teachers and other licensed staff members at Rockford Area Schools will be formally evaluated by a licensed administrator during their probationary period and their high cycle year. The administrators will participate in training prior to the first observations and in subsequent years in order to strive for inter-rater reliability.

In the event that a teacher receives a designation of “Needs Improvement” in any component of Domains I-IV, the teacher will begin the “teacher improvement process” as defined in Minnesota statute. This process is not considered disciplinary; rather, the process provides support and assistance with the end goal of teacher improvement.

It is the teacher’s responsibility to articulate their plan for improvement using the following guideline (see Appendix page 16):

- 1) **Introductory Statement.** A statement that demonstrates you understand in what domain(s) you must show growth. Please specifically state the domain(s) and the subgroup(s).
- 2) **Human Support Resources.** A statement that details who you will consult with to help in your growth.
- 3) **Professional Support Resources.** A statement that details several professional books, journals, and web sites you will consult about the above area(s) needing growth.
- 4) **Specific Plans for Action.** A statement that details exactly what you plan to do and the timeline by which you intend to progress.

If, at the end of the agreed-upon timeframe, the teacher has not shown adequate improvement, according to statute, discipline “may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate” (MN Statues 120A.40 and 120A.41).

Appendix

