Minnesota Department of Education

The Teacher Development, Evaluation, and Peer Support Model: Implementation Handbook

Contents

Figures 3
Tables 3
Overview 4
Context 4
State Model 5
Timeline for Model Development and Implementation 5
The Teacher Development, Evaluation, and Peer Support Model (Model) 6
Performance Level Ratings and Expectations 9
Development and Evaluation Activities in the Process 11
Points of Contact 11
Individual Growth and Development Plan 17
Self-Assessment and Peer Review 19
Teacher Portfolio (Optional) 19
Summative Evaluation 21
Roles in the Process 22
Teacher 22
Peer Reviewer(s) 23
Summative Evaluator 24
Professional Learning Community 25
District 25
Minnesota Department of Education 26
Component One: Teacher Practice 27
Component Overview 27
Performance Standards for Teacher Practice and Rubric 28
Evidence of Teacher Practice 28

Determining the Component Rating for Teacher Practice 29
Component Two: Student Engagement 31
Component Overview 31
Evidence of Student Engagement: Student Survey 32
Additional Evidence of Student Engagement 32
Examining Additional Evidence of Student Engagement 33
Determining Levels of Student Engagement 33
Determining the Component Rating for Student Engagement 35
Component Three: Student Learning and Achievement 37
Component Overview 37
Definitions and Teacher Groups 37
Evidence of Student Learning and Achievement: Shared Performance Goals 38
Evidence of Student Learning and Achievement: Teacher Value-Added 39
Evidence of Student Learning and Achievement: Student Learning Goals 40
Determining the Component Rating for Student Learning and Achievement 40
Annual Timeline of Activities 43
Determining the Final Performance Rating for the Summative Evaluation 46
Final Performance Rating 46
The Individual Growth and Development Plan 48
The Teacher Improvement Process 49
Awareness 50
Teacher Improvement Process 51
Step 1: Identify and communicate the area(s) of performance concern 51
Step 2: Meet to set goals and time lines and to develop an improvement plan 51
Step 3: Engage in the improvement plan 52
Step 4: Assess results of the improvement plan 52
Discipline 53
Optional Support Strategy—Teacher Assistance Teams 54
Induction and Mentoring for New Teachers 55
Glossary of Terms 57
Resources and Forms with Instructions 65
Individual Growth and Development Plan 65
Student Learning Goals Documentation 69
Setting the Student Learning Goals (Completed by the Teacher) 69

Student Learning Goal Approval (Completed by the Evaluator) 70
Results of Student Learning Goals (Completed by the Teacher).....71
Scoring (Completed by the Evaluator).....71
Points of Contact Documentation 78
Teacher Planning Conference Questionnaire *(Optional)*.....82
Planning Conference Probing Questions *(Optional)*.....84
Observation Notes Form *(Optional)* 87
Teacher Post-Lesson Conference Questionnaire *(Optional)*.....88
Post-Lesson Conferencing Form *(Optional)*.....89
Self-Assessment and Peer Review Annual Summary.....90
Summative Evaluation.....93
Sample Appeals Process.....101
Appeals Committee Ruling.....101
Interview 101
Classroom Observation.....102

Figures

Figure 1: Principles and Foundations of Teaching Practices 7
Figure 2: The Three-Year Professional Review Cycle 9
Figure 3: Components of the Final Performance Rating.....11
Figure 4: Determining the Component Rating for Teacher Practice.....30
Figure 5: Definition of Student Engagement.....31
Figure 6: Determining the Component Rating for Student Engagement 36
Figure 7: Determining the Component Rating for Student Learning and Achievement 42
Figure 8: Component Ratings, the Summative Score, and the Performance Rating.....46
Figure 9: Determining the Summative Performance Rating.....47

Tables

Table 1: Components of the Development, Evaluation, and Peer Support Model..... 8
Table 2: Minimum Points of Contact for Continuing Contract/Tenured Teachers.....14
Table 3: Minimum Points of Contact for Probationary Teachers.....15
Table 4: Point of Contact Activities.....17
Table 5: Examples of Student Engagement Data.....33
Table 6: Determining Levels of Student Engagement Using Additional Evidence.....35
Table 7: Annual Timeline of Activities.....45
Table 8: Key Events and Appeals Process Time Line 103

Overview

Context

[IN THIS SECTION WE WILL ADD A CALL-OUT PROVIDING GUIDANCE FOR CREATING AND IMPLEMENTING A TEACHER EVALUATION MODEL SO IT IS A DEVELOPMENT MODEL. GUIDANCE IN THE CALL-OUT WILL BE BASED ON LEARNING FORWARD'S (NSDC'S) STANDARDS.]

Minnesota Statutes, sections 122A.40 and 122A.41 define requirements for teacher evaluation. A school board (hereafter referred to as "school district" or "district") and an exclusive representative of the teachers (hereafter referred to as "union" or "teacher's union") must "develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement." Districts must begin evaluating teachers in school year 2014-2015.

District teacher evaluation processes satisfy twelve criteria.

1. Must provide the requisite evaluations for probationary teachers;
2. Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator;
3. Must be based on Minnesota's Standards of Effective Practice for Teachers in MN Rule 8710.2000;
4. Must coordinate staff development activities with the evaluation process and outcomes;
5. May allow school time for coaching and collaboration;
6. May include mentoring and induction programs;
7. Must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessments;
8. Must use an agreed-upon teacher value-added model where value-added data are available and use state or local student growth measures where value-added data are unavailable as a basis for 35% of teacher evaluation results;
9. Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;
10. Must require qualified and trained evaluators to perform summative evaluations;
11. Must give teachers not meeting professional teaching standards the support to improve with established goals and timelines;
12. Must discipline a teacher who does not adequately improve.

The Minnesota Department of Education (MDE) was tasked with convening a work group to consult with the Commissioner to develop a state model for teacher growth and development. This state model must be used if a district and the local exclusive representative of teachers fail to reach "joint agreement" on an evaluation model. The state teacher evaluation model will also be used as an example model for local districts and unions as they design local evaluation processes.

The Teacher Evaluation Work Group began work in December 2011 and met at least monthly through 2012. Work group members included teachers, principals, superintendents, parents, higher education partners, and business leaders. The goal of the work group was to create a state model for the Commissioner that meets statutory requirements. Its self-defined vision is teacher evaluation in Minnesota that

- Embeds support and professional learning throughout the system;
- Includes multiple measures of practice and effectiveness;
- Is transparent, sustainable, consistent, and sufficiently flexible;
- Results in increased student learning and success.

A model was approved by the work group in December 2012 and submitted to Commissioner Brenda Cassellius. This document reflects decisions made by the Commissioner to address remaining areas of concern raised by the work group and input from education stakeholders. This model will be piloted in 2013-14 and revised continuously.

State Model

Beginning in school year 2014-2015, districts must have a process to evaluate all teachers. Minnesota Statutes, sections 122A.40 and 122A.41 specify that this process must be jointly agreed to by the exclusive representative of the teachers and districts.

The "Teacher Development, Evaluation, and Peer Support Model" (Model) is the state model for teacher evaluation. This model complies with statutory requirements and was developed to be both an example of best practice in the field as well as a model for districts who fail to reach joint agreement with teachers. Districts and exclusive representatives of teachers may develop their own evaluation models, purchase commercially available models, adopt the state model, or modify the state model to suit their local needs, so long as their processes comply with statute. According to a survey conducted by the teacher evaluation work group, 55% of Minnesota's districts intend to use the state evaluation plan or a variation of it.

A "joint agreement" is between the exclusive representative of teachers and the school board. As with any "agreement" the two parties will need to come to a mutual arrangement about how to handle the teacher evaluation model and implementation. If the two parties cannot come to an arrangement, they must use the Model outlined in this handbook by default.

Timeline for Model Development and Implementation

Year	Activities
School Year 2011-2012	Model research and development
School Year 2012-2013	Model research and development Model approval by work group and Commissioner Model publication Pilot and implementation planning
School Year 2013-	Model pilot

Year	Activities
2014	Model revision based on pilot and further development of components Implementation planning Initial training of teachers, summative evaluators, and peer reviewers
School Year 2014-2015	First year of implementation *(First 1/3 of teachers receive summative evaluations.)* Continuing professional development for teachers, summative evaluators, and peer reviewers
School Year 2015-2016	Second year of implementation *(Second 1/3 of teachers receive summative evaluations.)* Continuing professional development to support educator evaluation
School Year 2016-2017	Third year of implementation *(Final 1/3 of teachers receive summative evaluations. All continuing contract/tenured teachers are established on the 3-year professional review cycle.)* Continuing professional development to support educator evaluation
School Year 2017-2018	Fourth year of implementation Continuing professional development to support educator evaluation

Districts and exclusive representatives of teachers are strongly encouraged to design models and reach joint agreement well ahead of school year 2014-2015 in order to pilot models and have sufficient implementation planning.

The Teacher Development, Evaluation, and Peer Support Model (Model)

There are three components of the Model, represented by the triangle in the middle of Figure 1. They are 1) teacher practice, 2) student engagement, and 3) student learning and achievement. Figure 1 illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities.

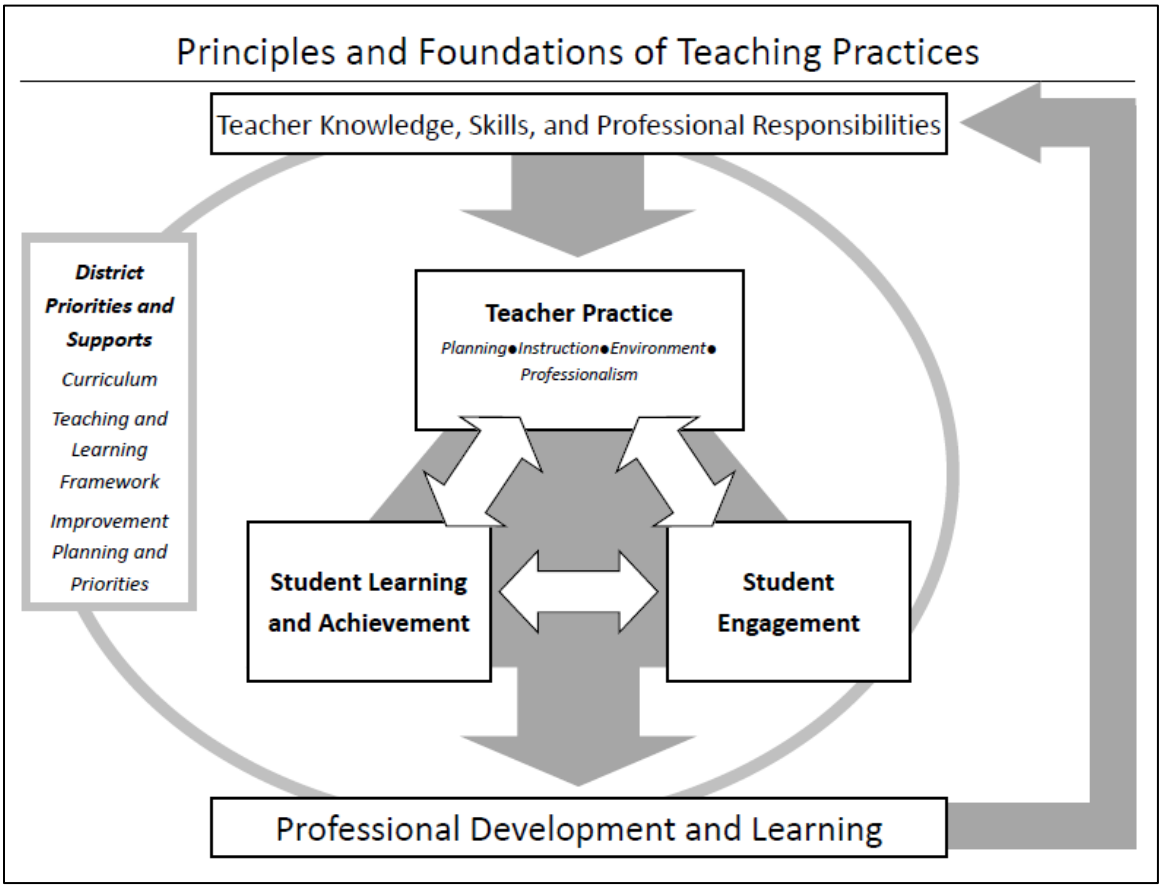

Figure 1: Principles and Foundations of Teaching Practices

A teacher approaches her work with knowledge, skills, and professional responsibilities. Teacher practice is derived from the teacher's knowledge, skills, and responsibilities. Teacher practice includes planning, instruction, environment and professionalism.

A teacher's practice has influence on and is influenced by the engagement of students and their learning and achievement. Engaged students experience greater achievement and high achieving students are also engaged, so there exists a mutual relationship between the student outcomes of achievement and engagement as well.

The triangle formed by teacher practice, student engagement, and student learning and achievement represents a relationship between teacher actions and student outcomes. Teacher practice, student engagement, and student learning and achievement are the major components of this model. Teachers, peers reviewers, and summative evaluators measure teacher practice and student outcomes in order to help teachers improve their craft and to evaluate teacher effectiveness.

What a teacher learns through studies of practices and of students' outcomes identifies areas to learn and grow and feeds professional learning. Professional growth activities increase the teacher's knowledge, skills, and professional responsibilities, thus improving her practice and students' outcomes. All of this growth and evaluation activity happens within a broader framework of district and school priorities and support.

Table 1 defines each of the three model components, identifies model activities used to measure each component, and shows the weighting of each component in a teacher's final performance rating. The definitions, measures, and weights are explained in greater detail in this handbook.

Components of the Development, Evaluation, and Peer Support Model

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	By 4 domains—planning, instruction, environment, and professionalism—in the "Minnesota Performance Standards for Teacher Practice and each domain's associated indicators and elements.	Using the Minnesota Performance Standards for Teacher Practice rubric and evidence gathered from • Points of contact; • Self-assessment and peer review; • Optional teacher portfolio.	45%
Student Engagement	As "an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective components. It is influenced by the context of family, peers, community, and school. Within the classroom, teachers can influence student engagement through their relationships with students and the relevance and rigor of their instruction."	Using results of a student survey for 15 percent For 5 percent, using evidence gathered from • Points of contact; • Self-assessment and peer review; • Teacher portfolio. *(Optional)*	20%
Student Learning and Achievement	As "student outcomes as measured by the assessments that have the highest levels of confidence and commonality"	According to a teacher's teaching assignment, using combinations of • Teacher value-added data; • Class goal results; • Targeted-need goal results; • Shared-performance goal results.	35%

Table 1: Components of the Development, Evaluation, and Peer Support Model

In the Model, a teacher engages in a continuous three-year professional review cycle as shown in Figure 2. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student impact data. There is an ongoing series of annual events in which a teacher engages. Self-assessment and peer review at the end of each year inform Individual Growth and Development Plan (IGDP) revisions in years one and two and connect each year to the previous year in the three-year cycle. At the end of the three-year cycle, the assigned

summative evaluator conducts a summative evaluation and determines a final summative performance rating. The summative evaluation informs a new Individual Growth and Development Plan for the next three-year cycle.

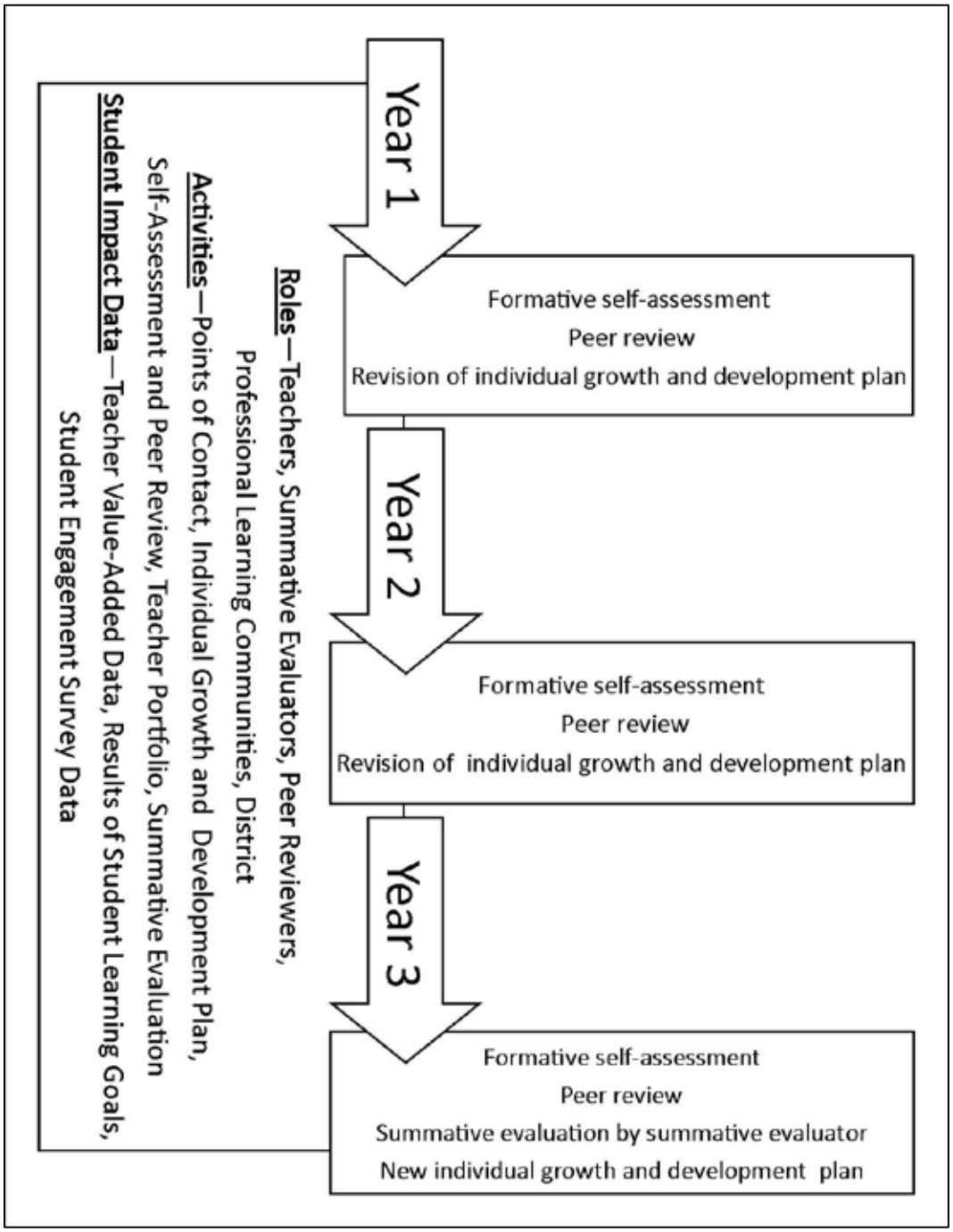

Figure 2: The Three-Year Professional Review Cycle

The roles, activities, and student impact data that span all years of the professional review cycle are outlined further in this handbook.

Performance Level Ratings and Expectations

A teacher receives a summative evaluation at least once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a final performance rating determined by the process found on page 45. The following performance ratings are used for the final performance rating:

Performance Rating 4: Exemplary
Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor colleagues.

Performance Rating 3: Effective
Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

Performance Rating 2: Development Needed
Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected.

Performance Rating 1: Unsatisfactory
Evidence exists that performance is consistently below standards. Assistance and significant improvement are required.

The expectation is that a teacher is effective and continually improves practice. A teacher with a final summative performance rating of “Development Needed” should be supported to improve through a rigorous Individual Growth and Development Plan and through the three-year professional review cycle. A teacher with final summative performance rating of “Unsatisfactory” must be supported through the teacher improvement process (TIP) on page 49 and potentially disciplined as outlined in Minnesota Statutes §122A.40 and §122A.41 for not making adequate progress to improve.

As shown in Figure 3, the final performance rating is based on evidence from all three model components. Put together, the three components are used to determine a final summative performance rating. Evidence is collected during all years of the three-year professional review cycle for the teacher practice and student engagement components. For the summative evaluation, evidence from the entire cycle is reviewed to determine a rating for each of these two components. A performance rating is determined for each year of the three-year cycle for the student learning and achievement component. For the summative evaluation, the ratings for the three years are averaged together to determine a rating for this component.

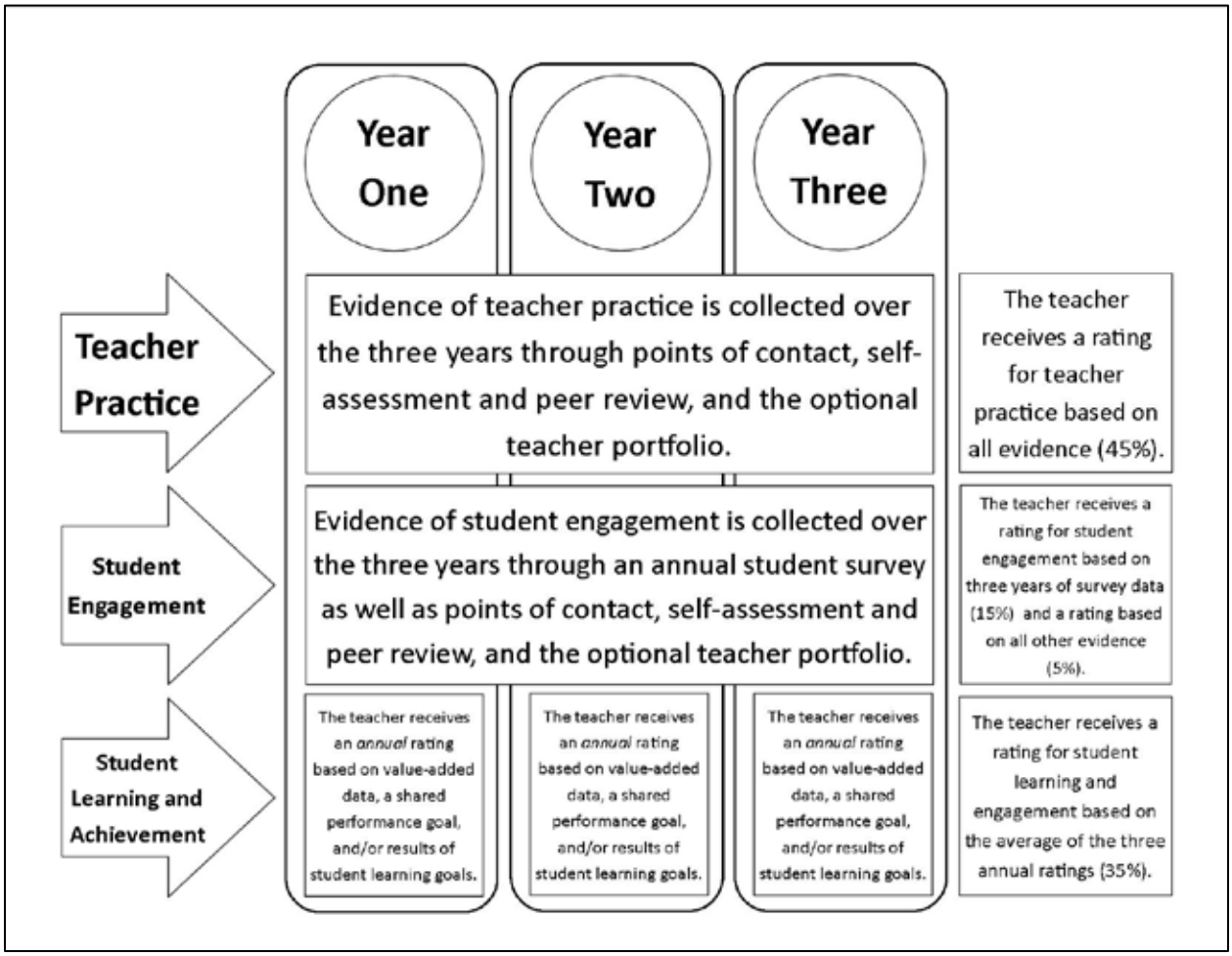

Figure 3: Components of the Final Performance Rating

Detailed processes for determining the ratings for each of the three components and for determining the final performance rating can be found later in the handbook.

Development and Evaluation Activities in the Process

Points of Contact

Points of contact are "defined opportunities for a summative evaluator and a peer reviewer(s) to gather evidence for evaluation and to provide feedback to a teacher for growth and development." Every point of contact provides opportunity for feedback in the areas of teacher practice as well as the impact of those practices on student learning and engagement. Points of contact include classroom observations and other activities that support a teacher's growth and evaluation. Every year of the three-year professional review cycle, a teacher defines multiple points of contact through his Individual Growth and Development Plan.

All points of contact *must* be

- Face to face—Every point of contact must include an in-person, two-way conversation at which evidence collected and feedback on teacher practice and student impact is shared

and discussed. Conversations may be formal, lengthy, scheduled conferences or more informal and concise. Conversations must take place within two school days of the point of contact activity.

- Documented—Every point of contact must be documented using a Points of Contact Documentation Form. The documentation may be as detailed or as concise as required to reflect evidence collected and feedback on teacher practice and student impact and to summarize the face-to-face conversation. Documentation is completed by a summative evaluator or peer reviewer(s) within two school days and shared with a teacher.
- Grounded in a teacher's Individual Growth and Development Plan and the Performance Standards for Teacher Practice—Point of contact evidence and feedback should inform a teachers' ongoing implementation of his plan. Documentation should be directly tied to the Performance Standards as well as student learning and engagement.

NOTE: As part of the Model guidelines, an assigned summative evaluator must

- *Annually review a teacher's Individual Growth and Development Plan.*
- *Annually review and approve student learning goals and associated assessments, if applicable.*
- *Annually evaluate student learning goals progress and outcomes, if applicable.*
- *Annually review the self-assessment and summary of the peer review process.*
- *Complete the summative evaluation and assign a summative performance rating at least once every three years.*

These activities are not considered points of contact for a summative evaluator.

NOTE: As part of the Model guidelines, a peer reviewer(s) annually facilitates the self-assessment and summary of the peer review process and documents a summary report. These activities are not considered points of contact for a peer reviewer(s).

Required Points of Contact

Points of Contact are critical activities in both the Individual Growth and Development Plan and the review cycle. As part of the three-year cycle, a summative evaluator or a peer reviewer(s) gathers evidence and offers feedback through multiple required points of contact.

Each year, a teacher defines—in his Individual Growth and Development Plan—a minimum number of specific points of contact through which evidence of practice and impact on students is gathered and feedback is offered. A teacher annually defines points of contact through his Individual Growth and Development Plan. Points of contact selected by a teacher define the role of the peer reviewer(s) and must support the focus and goals of the plan. The intent is for a teacher to own his professional growth as well as to require the summative evaluator to offer feedback throughout a teacher's career.

In addition, required points of contact that are not defined by a teacher exist in the three-year cycle. Some of the assigned summative evaluators' points of contact are attached to classroom observations. Others include options for collecting evidence and feedback in areas outside the classroom. A summative evaluator must conduct at least one formal observation cycle in the summative year of a teacher's three-year cycle. A summative evaluator is encouraged to define

and conduct additional points of contact activities beyond the required minimums to gather additional evidence and offer additional feedback.

For a *continuing contract/tenured teacher*, the required types and *minimum* number of points of contact during the three-year professional review cycle are listed below. In total, a summative evaluator conducts a minimum of 11 points of contact for a continuing contract/tenured teacher during the three-year cycle, with 6 being defined by the teacher.

<table>
<tr><th></th><th>Minimum Points of Contact with a Summative Evaluator

Teacher Defined</th><th>Minimum Points of Contact with a Summative Evaluator

Required and Summative Evaluator Defined</th><th>Minimum Points of Contact with a Peer Reviewer(s)

All Teacher Defined</th></tr>
<tr><td>Year One</td><td>2</td><td rowspan="3">Total of 5 over the Three-Year Cycle</td><td>3</td></tr>
<tr><td>Year Two</td><td>2</td><td>3</td></tr>
<tr><td>Summative Year</td><td>2</td><td>3</td></tr>
<tr><td>Point of Contact Activities</td><td>A teacher may define the minimum number of points of contact with a summative evaluator as…
• Extended Classroom Observation
• Series of Informal Classroom Observations
• Planning Conference
• Post-Lesson Conference
• Curriculum Review
• Review of Student Survey Data
• Review of Student Learning Data
• Professionalism Observation/Conference
• Video Lesson Review</td><td>A summative evaluator must conduct points of contact that include…

1 Formal Observation Cycle in the Summative Year
———
2 points of contact from the following options:
• Formal Observation Cycle
• Series of Informal Classroom Observations
———
2 points of contact from the following options:
• Extended Classroom Observation
• Series of Informal Classroom Observations
• Planning Conference</td><td>A teacher may define the minimum number of points of contact with a peer reviewer(s) as…
• Formal Observation Cycle
• Extended Classroom Observation
• Series of Informal Classroom Observations
• Planning Conference
• Post-Lesson Conference
• Curriculum Review
• Review of Student Survey Data
• Review of Student Learning Data
• Professionalism Observation/Conference
• Video Lesson Review</td></tr>
</table>

	Minimum Points of Contact with a Summative Evaluator ***Teacher Defined***	**Minimum Points of Contact with a Summative Evaluator** ***Required and Summative Evaluator Defined***	**Minimum Points of Contact with a Peer Reviewer(s)** ***All Teacher Defined***
		• Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review *(A summative evaluator is encouraged to choose points of contact from the options in order to collect evidence and offer feedback in all areas of teacher practice.)*	

Table 2: Minimum Points of Contact for Continuing Contract/Tenured Teachers

NOTE: A summative evaluator may elect to document additional points of contact during any year of the cycle. A teacher may request additional points of contact but must experience the minimum each year.

To support the induction a probationary teachers into the profession or new districts, a greater number of formal classroom observations is required. For a *probationary teacher*, the *minimum* number of annual points of contact is listed below. In total, a summative evaluator conducts a minimum of five points of contact annually with a probationary teacher, with two being defined by the teacher.

	Minimum Points of Contact with a Summative Evaluator ***Teacher Defined***	**Minimum Points of Contact with a Summative Evaluator** ***Required and Summative Evaluator Defined***	**Minimum Points of Contact with a Peer Reviewer(s)** ***All Teacher Defined***
Number of *Annual* Points of Contact	2	3	3
Point of Contact Activities	A teacher may define the minimum number of	A summative evaluator must	A teacher may define the minimum number of

	Minimum Points of Contact with a Summative Evaluator ***Teacher Defined***	**Minimum Points of Contact with a Summative Evaluator** ***Required and Summative Evaluator Defined***	**Minimum Points of Contact with a Peer Reviewer(s)** ***All Teacher Defined***
Number of *Annual* Points of Contact	2	3	3
	points of contact with a summative evaluator as… • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review	conduct points of contact that include… 3 Formal Observation Cycles	points of contact with a peer reviewer(s) as… • Formal Observation Cycle • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review

Table 3: Minimum Points of Contact for Probationary Teachers

NOTE: A summative evaluator must perform at least one formal observation cycle within the first 90 days of employment.

The minimum points of contact activities have been set to make meeting requirements achievable for summative evaluators and peer reviewer(s). These are minimal standards. Teachers, summative evaluators, and peer reviewers are strongly encouraged to consider additional points of contact, especially classroom observations.

A school or district may use multiple summative evaluators working as a team to coordinate and complete points of contact with a teacher. In fact, a teacher experiencing multiple points of contact including multiple classroom observations from multiple observers is usually preferable and supported by research. Summative evaluators should ensure that their roles and responsibilities are coordinated so that a teacher's points of contact are facilitated in a timely manner, a teacher receives timely feedback for points of contact, and a teacher has one

"assigned" summative evaluator identified in the teacher's Individual Growth and Development Plan. The assigned evaluator would be a contact for the teacher and should collect and maintain all documentation generated by points of contact and other activities.

Points of Contact Activities

Defining several activities as points of contact gives a teacher and a summative evaluator flexibility to provide feedback for professional growth and to gather evidence for evaluation in many ways and in many areas specific to the teacher's needs. Each point of contact should be defined as one of the activities in Table 4.

Point of Contact Activity	**Description**	**Primary Domains of Teacher Practice in Which Evidence Is Collected**
Formal Observation Cycle	A series of a planning conference, an announced extended classroom observation, and a post-lesson conference as defined below completed consecutively about the same lesson. Though one point of contact, a formal observation cycle includes two face-to-face conversations and single documentation. Since a planning conference would be held as part of a full observation cycle, the extended classroom observation would be announced. *Optional Tools—Teacher Planning Questionnaire, Teacher Refection Questionnaire, Post-Lesson Conferencing Form*	Planning, Environment, Instruction, Professionalism
Extended Classroom Observation	A classroom observation that • May be announced or unannounced • Covers a full lesson (minimum of 40-45 minutes) • May span 1-2 periods of instruction • Results in evidence collection and feedback in numerous areas of teacher practice and their impacts on student learning and engagement	Environment, Instruction
Series of Informal Classroom Observations	A series of 3-5 classroom observations that • May be announced or unannounced • Do not cover a full lesson (10-20 minutes) • Result in evidence collection and feedback in 1-2 areas of teacher practice (often defined by the teacher's Individual Growth and Development Plan) and their impacts on student learning and engagement One face-to-face conversation and single documentation cover trends in practice identified from 3-5 observations.	Environment, Instruction
Planning Conference	A conversation prior to delivery of a lesson to discuss the lesson to be observed and planning practices *Optional Tools—Teacher Planning Questionnaire*	Planning, Professionalism

Point of Contact Activity	Description	Primary Domains of Teacher Practice in Which Evidence Is Collected
Post-Lesson Conference	A reflective conversation that takes place after a lesson has been delivered to students to reflect on practice and plan next steps with students *Optional Tools—Teacher Refection Questionnaire*	Professionalism
Curriculum Review	A review of teacher curriculum, unit plans, and/or lesson plans and conversation about curriculum writing or revision, student outcomes and assessments, instructional materials, etc.	Planning
Review Student Survey Data	A review of student survey results (and other evidence of student engagement) and conversation about the impact of teacher practice and student learning on student engagement	Environment
Review of Student Learning Data	A review of student assessment results, teacher value-added data, and/or student learning goal results and conversation about the impact of teacher practice and student engagement on student learning and achievement	Planning, Instruction
Professionalism Observation/ Conference	An observation of and/or conversation about • Facilitation of a meeting by a teacher • Professional development activities • Teacher leadership • Professional learning community meetings or work • Other elements of practice defined in the Professional Standards for Teacher Practice	Professionalism
Video Lesson Review	A reflective conversation about a lesson video tape *Optional Tools—Teacher Refection Questionnaire, Post-Lesson Conferencing Form*	Environment, Instruction

Table 4: Point of Contact Activities

Individual Growth and Development Plan

An evidence-based Individual Growth and Development Plan is an organized way for a teacher to set and pursue professional growth goals and plan connected learning activities as part of the three-year professional review cycle. The plan connects individual professional learning to the cycle. The Individual Growth and Development Plan is intended to

- Guide individual learning activities and peer review throughout the three-year cycle;
- Empower a teacher to plan her own individual professional learning;
- Focus individual professional development on outcome-based goals connected to student learning and engagement.

The Individual Growth and Development Plan is developed at the beginning of the three-year cycle and is annually revised by a teacher. A teacher consults her peer reviewer(s) during

development and revision of the plan, and her assigned summative evaluator must annually approve the plan and revisions or give feedback for revisions to the plan. A teacher is encouraged to develop a plan that reflects goals and activities shared by members of her professional learning community so that members can collaborate to implement their plans.

As part of plan development, a teacher identifies

- Areas for growth;
- At least one professional goal based on the Performance Standards for Teacher Practice for areas for growth;
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

In addition, a teacher's peer reviewer(s) is identified in the Individual Growth and Development Plan.

Professional growth goals reflect what a teacher hopes to accomplish professionally and are measured by teacher outcomes and actions. Goals also impact student learning and engagement. Goals should be aligned with and support district, school, and professional learning community goals to streamline processes.

In the Individual Growth and Development Plan a teacher also defines annual points of contact with her summative evaluator and peer reviewer(s). The intent is to have a teacher help define the role of the summative evaluator in her evaluation as well as require the summative evaluator to offer feedback in every year of her career. Points of contact defined for the peer reviewer(s) in the plan clarify the role of the peer reviewer(s) and, by signing the plan, the peer reviewer(s) agrees to complete those points of contact. All points of contact should support the focus and goals of the plan.

Throughout each year of the professional review cycle, a teacher, her peer reviewer(s), and her summative evaluator collaborate to implement the activities in Individual Growth and Development Plan and to collect evidence of plan implementation and evidence of the impact on teacher practice and students. The peer reviewer(s) and summative evaluator specifically must facilitate points of contact articulated in the plan to collect evidence and provide feedback. The teacher must continually revisit the plan to ensure that plan activities and goals are having the intended impact on teacher practice and students. The teacher should revise goals and activities as appropriate.

At the end of each year of the three-year professional review cycle, a teacher collaborates with her peers to self-assess and engage in peer reviews of teacher practice and impacts on students. As part of the review process, the Individual Growth and Development Plan's implementation and results are discussed. This self-assessment and peer review should inform annual revisions of the plan between years of the three-year professional review cycle. Other areas to consider when revising the plan are

- Areas of need identified in formative and summative evaluations;

- Goals and activities of the teacher's professional learning community;
- District and school goals and priorities;
- Areas that are important for meeting the needs of students;
- The Performance Standards for Teacher Practice.

Self-Assessment and Peer Review

In the spring of every year of the three-year professional review cycle, a teacher will complete a self-assessment using the left-hand side of the Self-Assessment and Peer Review Form on page 90 based on evidence in each of the three model components. This self-assessment will be shared with a peer reviewer(s) as a prompt for a reflective, coaching conversation about the teacher's current practice, student outcomes, and growth over time. Following this conversation, the peer reviewer(s) will add comments on the self-assessment, share those comments with the teacher, and share the form with the assigned summative evaluator. The teacher may, at his discretion, invite the assigned summative evaluator to this conference.

The self-assessment form includes areas for a teacher to reflect on practice. Teachers are prompted to name areas of strength and areas for growth from the evidence tied to the Performance Standards for Teacher Practice. The self-assessment also asks the teacher to reflect on the evidence of student learning—tied to value-added data and results of student learning goals—and evidence of student engagement—tied to longitudinal data from a student survey. Finally, the teacher summarizes the implementation of the individual growth and development plan and reflects on the results. Peer reviewers add comments to these reflections on the same form.

An assigned summative evaluator uses this document to remain informed about the professional growth of the teacher during the years when a summative evaluation is not completed. This documentation also helps the assigned summative evaluator make informed suggestions concerning the teacher's Individual Growth and Development Plan, selection of a peer reviewer(s), and points of contact.

Teacher Portfolio (Optional)

A teacher possesses the individual right to submit a portfolio to the summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings and for a summative evaluation.

The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher re-licensure requirements listed in Minnesota Statutes §122A.18, subdivision 4, paragraph (b), and must include a teacher's own performance assessment based on student work and examples of teachers' work, which may include video among other activities.

The portfolio must include a reflective statement of professional accomplishment and the teacher's own assessment of professional growth showing evidence of

- Support for student learning
- Use of best practices techniques and their applications to student learning

- Collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs, and professional learning community work; or
- Continual professional development that may include (a) job-embedded or other ongoing formal professional learning or (b) other similar professional development efforts made during the re-licensure period.

A teacher may use the same reflective statements for the evaluation and for re-licensure.

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice may not be collected through points of contact or other Model activities, so a portfolio is also a teacher's opportunity to share that evidence with the assigned summative evaluator. A teacher choosing to submit a portfolio must align the evidence collected with the Performance Standards for Teacher Practice and/or the Individual Growth and Development Plan.

There are countless types of evidence and artifacts that are appropriate for a teacher's portfolio. Portfolio artifacts and evidence of practice may include, but are not limited to, the following:

- Assignments, projects, and warm-ups
- Communication of standards, objectives, and criteria for success on tasks
- Communications to students and parents
- Grading policies and practices
- Records of data analysis and goal setting
- Appointments with students
- Student portfolios
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery
- Informal assessments
- Curriculum documents distributed to students and parents (e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.)
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Short-term lesson plans and materials
- Unit or long-term lesson plans and materials designed to support those plans
- Work displays
- Feedback on student work and on student-set goals
- Grouping policies and practices
- Planning for technology incorporation
- Reflective conversations about responses to situations, overarching objectives, and routines
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents
- Student records of goal setting and self-analysis of work
- Student and parent survey data

- Assessment samples
- Grade books and similar artifacts
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs minutes and records of grade-level, department, and curriculum meetings
- Meeting notes with teacher on self-assessment and application to planning
- Videos of student portfolio conferences, lesson instruction, and student engagement
- Collections of ideas, research, articles, etc.
- Interview and conference data
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters, and reports
- Attendance records (work, meeting)
- Documentation of supporting school priorities outside the classroom
- Letters of thanks and commendation
- List of committee participation, presentations, etc.
- Samples of student work, tests, assignments, and feedback to students
- Publications
- Student achievement or growth results and key indicators of student success

A portfolio may also be a way for a teacher to demonstrate growth in response to formative feedback. For example, a teacher may have received feedback from a peer reviewer(s) or summative evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working groups. Or, the teacher could offer a reflection stating, “As a result of your feedback about students not working in groups, I intentionally planned activities in each unit where group work took on a greater role. I also revised my Individual Growth and Development Plan to include learning more about how to facilitate effective peer groupings. This artifact is submitted as evidence of teacher practice in the following: 1.A and 4.A”

In this example, evidence of existing lesson plans must be considered by the assigned summative evaluator in the planning domain of the Performance Standards for Teacher Practice. The evidence of reflection and growth must be considered in the professional responsibilities domain.

Summative Evaluation

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from an assigned summative evaluator. The summative evaluation is based on all evidence collected through activities in the process as shown in Figure 3 on page 11. A summative evaluation results in a teacher receiving one of four summative performance ratings as outlined on page 45. But also, and more importantly, a summative evaluation should include specific feedback to a teacher that will inform the Individual Growth and Development Plan for the next three-year cycle. Both the summative performance rating and feedback are recorded on the *Summative Evaluation Form* on page 93.

Minnesota Statutes §122A.40 and §122A.41 require at least one summative evaluation for a teacher as part of the three-year professional review cycle. Typically, the summative evaluation will happen at the end of the three-year cycle. However, a teacher may receive a summative evaluation from an assigned summative evaluator at any time in response to performance concerns. In cases in which a summative evaluator has determined that performance concerns warrant a summative evaluation before the final year of a teacher's three-year cycle, the following guidelines should be considered:

- The teacher should be informed that the summative evaluator is collecting and reviewing evidence to conduct a summative evaluation and of any performance concerns;
- The summative evaluator should collect evidence sufficient to measure teacher practice, student engagement, and student learning and achievement. A *minimum* of three formal observation cycles or extended observations as defined in the Points of Contact section on page 11, other available evidence of teacher practice, available evidence of student learning and achievement, and available evidence of student engagement should all be considered for a summative evaluation conducted in response to performance concerns.

Based on summative evaluation results as outlined on page 9 a teacher either develops an Individual Growth and Development Plan or enters the teacher improvement process.

Roles in the Process

Teacher

"Teachers", as defined in Minnesota Statutes §122A.40, subd. 1 and §122A.41, subd. 1, include classroom teachers and any other professional employee required to hold a teaching license from the MDE. However, "teachers" are not school principals or superintendents for the purposes of this Model. A teacher must demonstrate competencies of professional practice as well as positive impacts on student learning and engagement outcomes as part of an evaluation.

For this Model, a teacher must

- Demonstrate professional teaching standards established in Minnesota Rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice.
- Create, revise, and use an Individual Growth and Development Plan (page 65) to support ongoing learning.
- Collaborate with a peer reviewer(s) and/or a professional learning community in growth and evaluation activities. A teacher may identify one or more members of his professional learning community as a peer reviewer(s), provided the peer reviewer(s) are trained. A teacher may identify one peer reviewer or a team of peer reviewers.
- Create student learning goals and monitor student learning (page **Error! Bookmark not defined.**) if a group 2 or group 3 teacher, as outlined in the *Student Learning Goal Handbook.*

- Define points of contact for the summative evaluator and peer reviewer(s). These teacher-defined points of contact should come from a teacher's Individual Growth and Development Plan.
- Review survey results of student perception data annually.
- Complete a self-assessment annually (page 90) and share that assessment with a peer reviewer(s).

Also, teachers may compile a portfolio of practice and professional growth as evidence for the summative evaluation.

Peer Reviewer(s)

[IN THIS SECTION, WE WILL ADD A CALL-OUT BOX OFFERING GUIDANCE ON IDENTIFYING AND ASSIGNING PEER REVIEWERS.]

A peer reviewer(s) role meets the requirement in Minnesota Statutes §122A.40 and §122A.41 that evaluation plans "must include having trained observers serve as peer coaches or having teachers participate in professional learning communities," that teachers' three-year review cycles include "a peer review process," and that processes "may include induction and mentoring programs."

A peer reviewer is a peer who collaborates with a teacher to evaluate practice and impact on students by assisting with implementation of the Individual Growth and Development Plan, conducting points of contact, offering feedback, and reviewing progress with the teacher annually. The peer reviewer must be a trained observer of teacher practice and be approved by the assigned summative evaluator. When possible, a peer reviewer(s) should also be in the teacher's professional learning community, and new teachers may use their mentors.

A peer reviewer(s) must be a *non-probationary* individual who holds a valid Minnesota teaching license and who has completed the peer coaching training supporting the state model offered by the Minnesota Department of Education. The MDE will provide training for all peer reviewers in school districts choosing to use the Model (or a variation of the Model).

The peer reviewer(s) is identified annually in a teacher's Individual Growth and Development Plan. Teachers may identify one peer reviewer or a team of peer reviewers. The assigned summative evaluator must review and approve the identified peer reviewer(s) as part of review of the teacher's Individual Growth and Development Plan.

For this model, a peer reviewer(s)

- Assists a teacher with development and implementation of the Individual Growth and Development Plan (page 65), including peer observations;
- Documents points of contact (page 72);
- Assists a teacher with development and implementation of student learning goals (page 40) and associated assessments, and supports student learning goals progress and outcomes;

- Facilitates the self-assessment and summary of the peer review process and documents a summary report (page 90);
- As a member of the teacher's evaluation team, attends meetings between the teacher and assigned summative evaluator as requested by the teacher and provides input and feedback as requested by the assigned summative evaluator.

Summative Evaluator

The assigned summative evaluator facilitates the summative evaluation. This role meets the statutory requirement that teachers "receive at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator" in the three-year professional review cycle. The assigned summative evaluator is identified annually in the teacher's Individual Growth and Development Plan.

A summative evaluator must hold a valid Minnesota education license to be qualified. To be trained, a summative evaluator must have *successfully* completed the evaluator training supporting the Model. The MDE will provide training to evaluators in school districts using the Model (or a variation of the Model). To successfully implement the Model, districts must ensure that administrators and staff in supervisory roles successfully complete the MDE training.

Districts may consider using a lead teacher as a summative evaluator, provided he successfully completes training. However, if an administrator (or direct supervisor) has performance concerns about an individual teacher (the teacher has been or could be rated as "Unsatisfactory" on a summative evaluation), the assigned summative evaluator should be a school administrator (or the teacher's direct supervisor).

The role of the assigned summative evaluator in the process is a key to a teacher's ongoing development and to a teacher receiving a fair and accurate summative evaluation. For the Model, an assigned summative evaluator

- Annually reviews and approves the Individual Growth and Development Plan (page 65), including identified peer reviewer(s), annually;
- Annually reviews and approves the *Student Learning Goals Form* (page **Error! Bookmark not defined.**) and associated assessments, and evaluates student learning goal progress and outcomes;
- Annually documents points of contact (page 72);
- Annually reviews the self-assessment and summary of the peer review process (page 90);
- Completes the summative evaluation (page 93) and assigns a final performance rating at least once every three years.

A school or district may use multiple summative evaluators working as a team to coordinate and complete Model activities with a teacher and the responsibilities outlined above. Summative evaluators should ensure that their roles and responsibilities are coordinated so that evaluation activities are facilitated in a timely manner, a teacher has a fair and transparent evaluation, and each teacher has one "assigned" summative evaluator identified on the Individual Growth and

Development Plan. The assigned evaluator would be a contact for the teacher, should collect and maintain all evidence generated by activities, and completes the teacher's summative evaluation as outlined on page 19.

Districts implementing the state model should provide extra support for any new principal, especially in his role as a summative evaluator. Districts should consider a principal's implementation of teacher development and evaluation practices as part of the principal's annual evaluation.

Professional Learning Community

A professional learning community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. The group of teachers operates under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. If possible, a teacher's peer reviewer(s) and/or mentor may be a member of his professional learning community. Membership in a professional learning community is organized by a district, building leadership, or teachers themselves typically based on grade level, subject area, district/building priorities, flexible teaming, or common preparation periods

For the Model, a professional learning community

- Drives ongoing, job-embedded professional development;
- Collaborates in the development of student learning goals (page 40), including creating common assessments, establishing mastery scores, and interpreting student achievement data, where applicable and appropriate;
- Assists in the creation or revision of a teacher's Individual Growth and Development Plan (page 65).

District

[REWORD/REPHRASE THE CALL-OUT FROM THE BEGINNING OF THIS DOCUMENT RE: LEARNING FORWARD'S BEST PRACTICE STANDARDS FOR PROFESSIONAL DEVELOPMENT]

For the Model, a school district

- Collaborates with the exclusive representative of teachers in the district for professional development and evaluation system design, implementation, and revision;
- Identifies administrators, supervisors, and/or teachers as summative evaluators and supports them in successfully completing Minnesota Department of Education training;
- Encourages teachers to serve as peer reviewers and complete Department training;
- Supports evaluators and peer reviewers by creating a structure for managing evaluation activities and documents;
- Pre-approves assessments and determines mastery scores to be used for student learning goals;
- Coordinates staff development activities with evaluation processes and evaluation outcomes.

Minnesota Department of Education

To support teacher learning and evaluation, the Minnesota Department of Education (MDE) will monitor and support district design and implementation of evaluation models. The Department created this Model having consulted with the teacher evaluation work group and is dedicated to supporting the model with resources and professional development. The MDE Teacher Evaluation Work Group has also recommended that the Department train all teaching staff on the professional teaching standards established in Minnesota Rule 8710.2000.

For the Model, Department will

- Pilot the model and make revisions based on the results of the pilot, stakeholder input, statutory changes, and implementation;
- Conduct training for summative evaluators, peer reviewers, and teachers in districts that adopt the Model (or a version of the Model);
- Continuously pre-approve assessments and establish mastery scores for assessments used in the student learning goal process;
- Approve a student survey of engagement or develop a valid and reliable survey for use in the Model;
- Provide districts with teacher value-added data for use in this model.

Component One: Teacher Practice

Component Overview

The teacher practice component includes teacher activities that impact student outcomes. These teacher practices are defined as four domains in the Performance Standards for Teacher Practice—planning, environment, instruction and professionalism. Each domain is broken into indicators of practice, and those indicators are further subdivided into elements that define skills and expectations in each domain area.

Domain 1: Planning

Indicator A: Aligns learning targets with standards and student data inform planning

i. Plans units and lessons effectively
ii. Selects learning targets and activities
iii. Applies content knowledge and understanding of how students learn
iv. Uses student data to inform planning

Indicator B: Uses content, resources and student knowledge to design coherent instruction

i. Designs coherent instruction
ii. Creates interdisciplinary and extended learning experiences
iii. Uses available resources and technology
iv. Designs culturally relevant instructional strategies

Indicator C: Plans for assessment and differentiation

i. Plans formative and summative assessments
ii. Plans for differentiation

Domain 2: Environment

Indicator A: Creates a respectful classroom culture of trust, safety and high expectations

i. Creates a safe learning environment
ii. Establishes a culture of learning
iii. Creates a culture of persistence

Indicator B: Establishes and maintains clear expectations for classroom and behavior management

i. Establishes and maintains classroom routines and procedures
ii. Monitors and provides feedback on student behavior

Domain 3: Instruction

Indicator A: Communicates learning targets and content effectively

i. Uses content knowledge to promote learning
ii. Communicates learning targets and content

Indicator B: Facilitates activities and discussions that promote high cognitive engagement

i. Uses instructional strategies to engage students
ii. Uses questioning and discussion techniques
iii. Uses appropriate pacing and structure

Indicator C: Uses varied assessment techniques to advance student learning

i. Uses formative assessments to inform instruction
ii. Provides feedback to advance learning
iii. Promotes student self-assessment

Domain 4: Professionalism

Indicator A: Reflects on teaching practice

i. Uses self-reflection to improve instruction
ii. Uses feedback to improve instruction
iii. Plans for professional growth

Indicator B: Engages in professional development

i. Plans units and lessons effectively
ii. Participates in professional development
iii. Collaborates with colleagues
iv. Contributes to school and district culture for learning

Indicator C: Maintains professional responsibilities and communicates with families

i. Adheres to standards of ethical conduct
ii. Maintains accurate records
iii. Completes tasks in an organized and efficient manner
iv. Communicates with families
v. Understands the cultural and linguistic backgrounds of students, their families and the community

Performance Standards for Teacher Practice and Rubric

The Performance Standards for Teacher Practice are used by a teacher, a summative evaluator, and a peer reviewer(s) to measure teacher practices against a standard definition, and a rubric establishes performance levels for practices. Several evaluation activities including points of contact, the Individual Growth and Development Plan, and the self-assessment and peer review reference the performance standards when documenting evidence or offering feedback.

The Performance Standards Rubric is a separate document.

Evidence of Teacher Practice

Evidence gathered by a summative evaluator largely comes from classroom observations and other points of contact. When an evaluator conducts points of contact, offers feedback, and documents, he references domains and indicators specific to the evidence and feedback.

Other evidence in this component area is from a teacher's annual self-assessment and peer review. The self-assessment and peer review also references domains and indicators specific to the reflections and feedback.

If a teacher submits a portfolio for the summative evaluation then this evidence must also be considered for the teacher practice component.

Determining the Component Rating for Teacher Practice

To determine a component rating for the teacher practice component, the assigned summative evaluator should collect all evidence from the three-year professional review cycle activities including

- The documentation from Points of Contact conducted by the summative evaluator;
- The teacher's formative self-assessments;
- The peer reviewer's summaries;
- The teacher's portfolio. (optional)

The assigned summative evaluator reviews the body of evidence for the teacher practice component of the Model. The evaluator looks for patterns in performance and trends over time and compares evidence to the *Performance Standards for Teacher Practice Rubric*. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of planning, instruction, environment, and professionalism and to then determine a component rating for the teacher practice component. Component ratings are recorded on the Summative Rating Form on page 93.

A holistic approach is used by an assigned summative evaluator to determine a component rating for the teacher practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

The Role of Professional Judgment

Assessing a teacher's professional practice requires peer reviewers and summative evaluators to constantly apply their professional judgment. No evaluation model or observation rubric, however detailed, can capture all of the nuances of teacher practice. To synthesize multiple sources of evidence into a rating is inherently more complex than using checklists or numerical averages. Accordingly, the Model provides a comprehensive process for continuous growth and development, for observing teachers' instructional practice and professionalism, and for collecting evidence. A holistic approach allows evaluators to consider all evidence collected and to use professional judgment in synthesizing a rating.

In short, evaluators use professional judgment—including the specific context of teachers' schools and students, the ways and extent to which teachers' practices grew over the review cycle, teachers' responses to feedback, how teachers adapted their practices to their current students, and the many other appropriate factors--when evidence places teachers in "gray areas" between performance ratings defined by the Performance Standards for Teacher Practice Rubric.

The process for determining the component rating for the teacher practice component and the rating's relationship to the final performance rating is summarized in Figure 4.

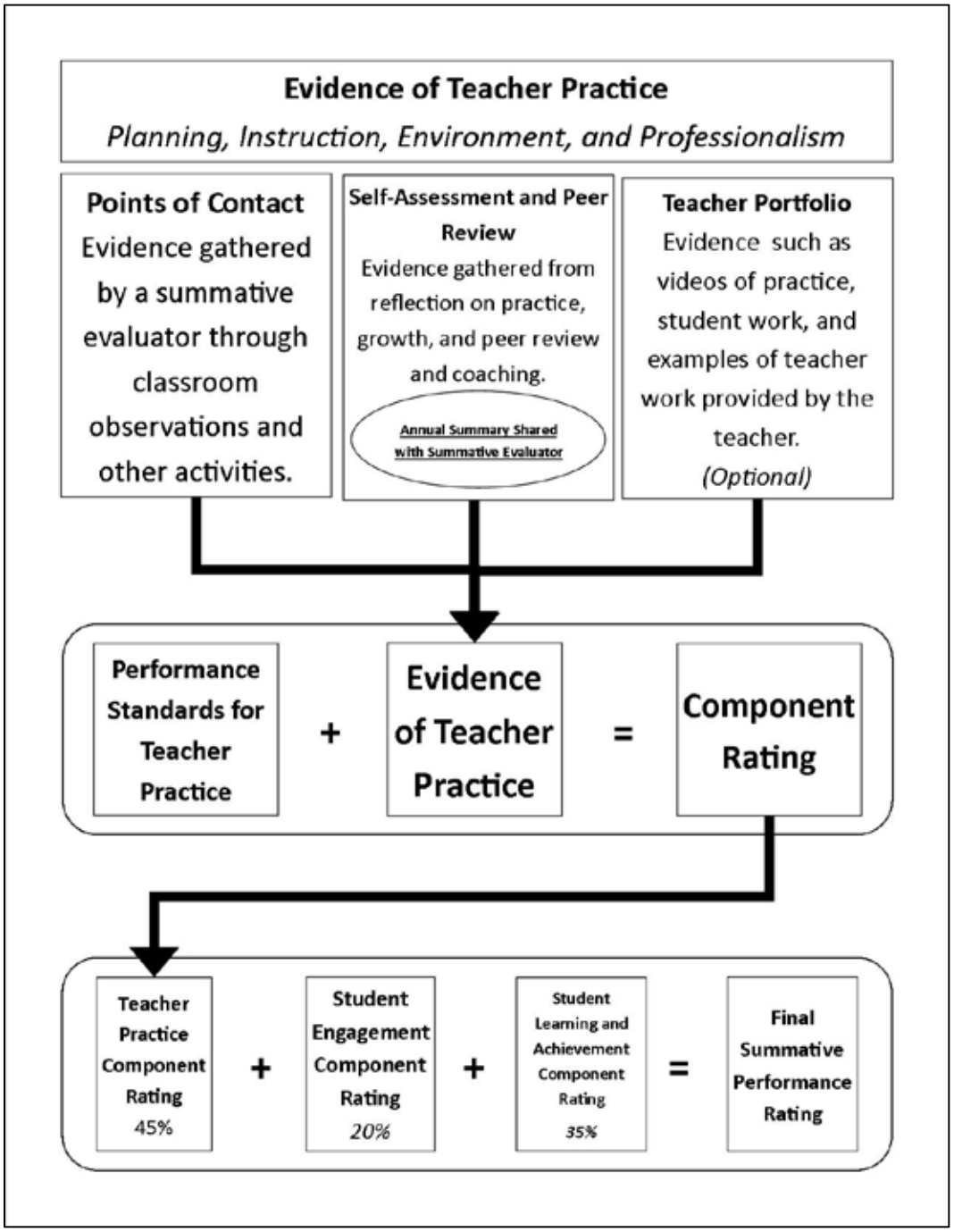

Figure 4: Determining the Component Rating for Teacher Practice

Component Two: Student Engagement

Component Overview

Student engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. Figure 5 shows the definition of student engagement along with influences and outcomes.

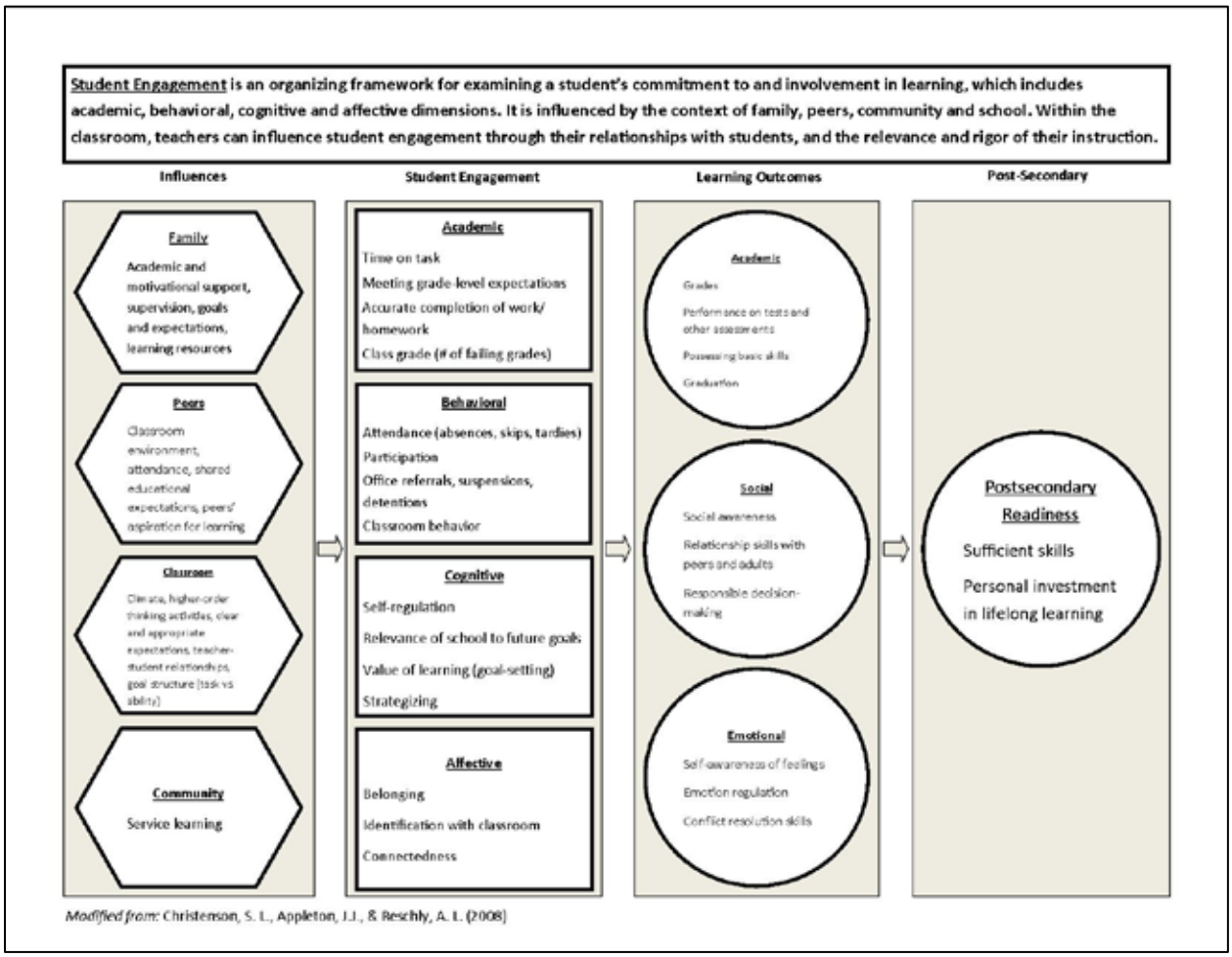

Figure 5: Definition of Student Engagement

If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students will be engaged at high levels.

Two groups of evidence—a student engagement survey and other evidence of student engagement—make up the student engagement component. To designate the component rating, an assigned summative evaluator uses longitudinal data from a student engagement

survey and other evidence of student engagement. Survey results determe 15% of the final performance rating and the other measures of engagement determine 5%.

Evidence of Student Engagement: Student Survey

Longitudinal student survey results are 15 percent of a teacher's final summative performance rating.

According to the Measures of Effective Teaching study, student survey results are predictive of student achievement gains, produce more consistent results than classroom observations or achievement gain measures, and provide feedback for improvement.

A student survey for the Model must be reliable and valid at measuring student engagement at a classroom level. A survey must be constructed in such a way that children in multiple age groups can respond to questions. The Minnesota Department of Education will approve surveys (or criteria for surveys) that meet requirements and additionally may collaborate to create and validate a student engagement survey.

Depending on the survey identified or developed, the Department will establish business rules and test the model in the use of the student survey. Some potential key questions for the Department to consider include

- Do results of the survey inform teacher learning and development?
- What is the right inclusivity of each measure?
- How many years of data will be used for summative evaluation?
- What is the minimum number of respondents to create valid results?
- What is the required confidence interval for use of survey results?
- Does the instrument provide accurate and fair results for all teachers? Are certain teachers disadvantaged?
- How will the Model identify and respond to "outliers"?
- How will a component rating be determined based on survey results?

If a valid, reliable survey of student engagement is not available, then a summative evaluator and teacher decide what evidence and measures will determine the student engagement component rating.

Additional Evidence of Student Engagement

Other evidence of student engagement is used to determine five percent of a teacher's final summative performance rating.

First, an assigned summative evaluator collects evidence from the three-year review cycle activities including

- Documentation from POCs conducted by a summative evaluator;
- The teacher's formative self-assessments;

- The peer reviewer's summaries;
- The teacher's portfolio (optional).

As applicable, the assigned summative evaluator (or teacher) may also include evidence such as student attendance rates, tardiness rates, grades, and disciplinary referrals.

Examining Additional Evidence of Student Engagement

Second, an assigned summative evaluator examines evidence for teacher practices and student data. Data gathered from evidence could include (but not be limited to) the samples listed in Table 5.

Teacher Sources	Student Sources

• Levels of rigor in classroom instruction and assignments
• Strategies for connecting content to students' lives
• Relationships with students
• Frequency monitoring student behavior
• Strategies for minimizing classroom disruptions and off-task behavior
• Management of transitions
• Efficiency and consistency of classroom routines
• Organization of learning groups
• Communication of explicit learning objectives
• Facilitation of student questions and responses
• Quality and frequency of feedback
• Instructional match to student abilities and needs
• Use of multiple teaching methods
• Delivery of instruction at a quick, smooth, efficient pace
• Clarity of directions
• Use of homework to enhance learning
• Use of student-mediated strategies
  ○ Metacognitive strategies
  ○ Study skills
  ○ Self-monitoring procedures
  ○ Self-management skills
  ○ Student goal-setting
	• Student responses to teacher interactions
	• Student attention to learning activities
	• Assignment completion rates
	• Levels at which students express ideas and pose questions relevant to learning
	• Levels at which students initiate and complete tasks
	• Levels at which students are on-task and working independently or in groups;
	• Student body postures
	• Frequency of disruptions
	• Levels at which students regulate emotions and behaviors to meet classroom demands
	• Levels at which students express a desire to do well and to learn
	• Levels at which students enjoy the class, content, and teacher
	• Levels at which students see themselves represented in the class or content;
	• Classroom community
	• Levels of rigor in student goals

Table 5: Examples of Student Engagement Data

Determining Levels of Student Engagement

Third, an assigned summative evaluator determines teacher strategies for engaging students and to what extent students were engaged by the teacher. The following rubric provides guidance to the assigned summative evaluator and areas to consider:

Academic	Behavioral	Cognitive	Affective
To what extent are students On task? Meeting rigorous grade level expectations? Completing rigorous work in an accurate, timely manner? Earning grades that represent their abilities? Making progress towards graduation and college-readiness?	*To what extent are students* Attending class regularly? On time? Actively participating in rigorous class activities? Behaving in a pro-social manner? Effectively working independently or with peers? Interacting positively with adults and peers?	*To what extent are students* Self-regulating? Seeing the relevance of school to future goals? Seeing value in learning? Setting stretch goals? Using strategies to accomplish goals?	*To what extent are students* Feeling as if they belong in this class? Identifying with the classroom, content, and activities? Feeling connected to the classroom community?

Performance Ratings	Descriptor
Exemplary	The teacher uses creative strategies to build relationships with students and to make content relevant to students. Diverse strategies are used to meet different students' needs. The teacher consistently plans lessons and facilitates innovative, novel activities in which students apply knowledge in authentic ways. As a result, students are engaged at exceptional levels.
Effective	The teacher successfully uses strategies to build relationships with students and to connect content to students' real lives. The teacher consistently plans lessons and facilitates activities in which students apply knowledge. As a result, strong levels of student engagement are present.
Development Needed	The teacher implements limited strategies to build relationships with students. Strategies may be implemented incorrectly, may be ineffective, or may result in realtionships that have a limited impact on student engagement. Lessons and activities inconsistently make content personally relevant to students or do not move students from understanding content to applying content. As a result, students are not consistently engaged at satisfactory levels..

Performance Ratings	Descriptor
Unsatisfactory	The teacher does not exhibit effective strategies for building relationships with students and making content relevant to students. As a result, student engagement is consistently below standards.

Table 6: Determining Levels of Student Engagement Using Additional Evidence

A holistic approach is used to determine a performance rating, which will be 5% of a teacher's final performance rating. The evaluator applies professional judgment to weigh evidence, examine the teacher's approaches and levels of student engagement, and determine a component rating.

Component ratings are recorded on the Summative Rating Form on page 93.

Determining the Component Rating for Student Engagement

The process for determining the component rating for the student engagement component and the rating's relationship to the final performance rating is summarized in Figure 6.

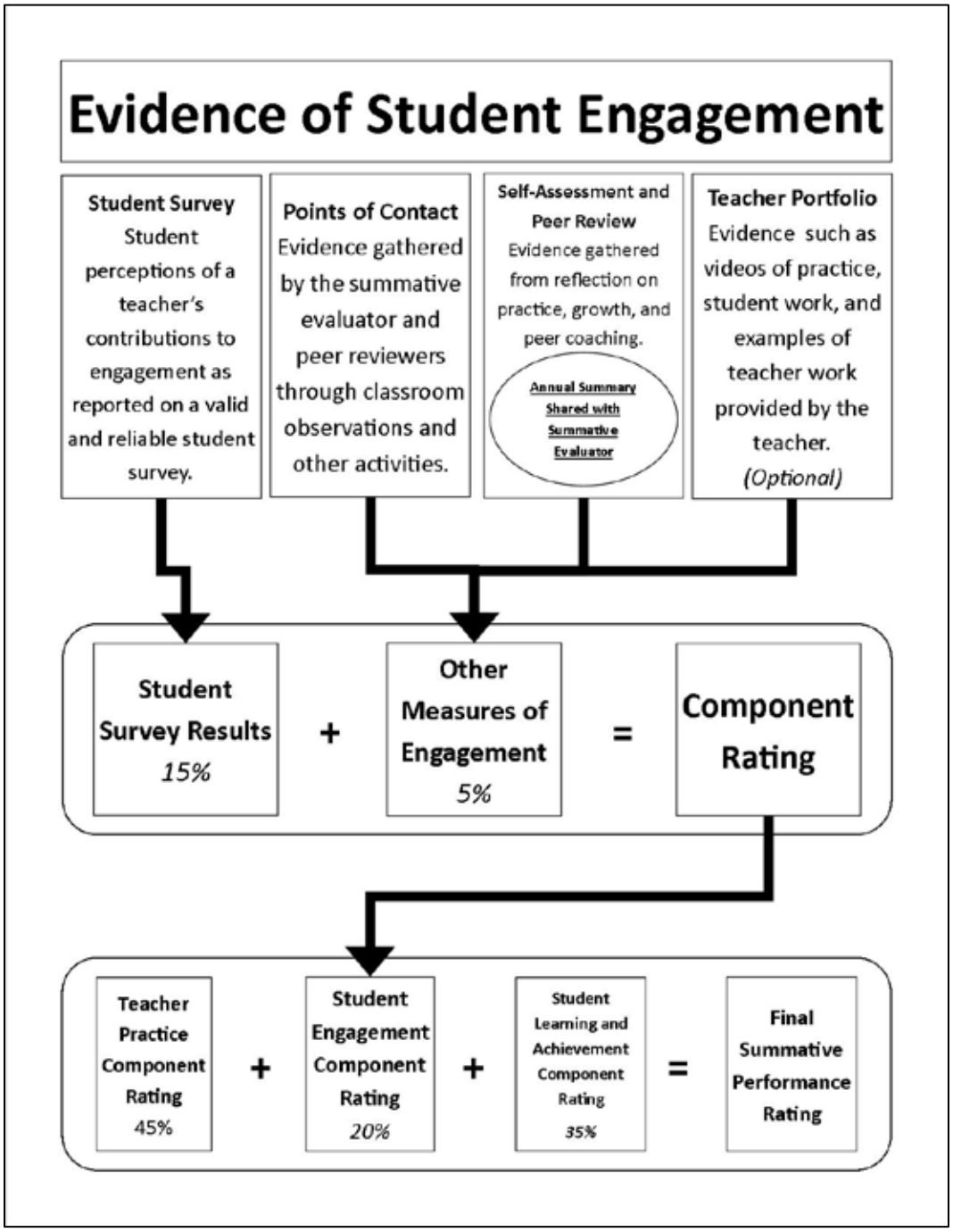

Figure 6: Determining the Component Rating for Student Engagement

Component Three: Student Learning and Achievement

Component Overview

Student learning is a main driver of an effective teacher's practices. A great teacher continually assesses student achievement against standards and uses results to modify his practice, to intervene when students struggle, and to differentiate instruction.

The use of student achievement data for the purposes of teacher evaluation is a new practice for many Minnesota teachers. Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth.

The Model uses a value-added measures when available for teachers. Student learning goals are used to measure student learning and achievement in grade levels and subject areas where value-added data are not available. In addition, a shared performance goal is incorporated for all teachers.

Definitions and Teacher Groups

To meaningfully measure student learning to assess the performance of a teacher or a school, the growth and achievement of students must be examined using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of proficiency on subject or grade level standards. *Growth* is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time. Whereas achievement sets a "bar" that students must reach, growth differentiates proficiency expectations based on baseline performance.

Multiple ways of assessing both growth and achievement exist. When looking at available data sources to measure student learning, measurements used must

- Provide valuable and timely data to drive instruction in classrooms;
- Be accurate in assessing student learning and teacher impact on student learning;
- Be fair to teachers in different grades and subjects;
- Be as consistent as possible across grades and subjects;
- Allow flexibility for districts, schools, and teachers to make key decisions surrounding the best assessments for their students.

Statutes require school districts to use different types of measures—a value-added model and a measure of student growth. In the Model, student growth is measured with a student learning goal process. In order to determine which measures are appropriate for a teacher, the model organizes teachers into three groups.

Group 1

Teachers who spend 100% of their days as teachers of record in tested areas for which value-added data are available.
(Example: a 7th grade math teacher)

Group 2
Teachers who spend any portion of their days as teachers of record in tested areas and another portion of their days in non-tested areas.
(Example: an elementary teacher generalist)

Group 3
Teachers who spend 100% of their days in non-tested areas and/or areas for which value-added data are not available.
(Example: a K-12 art teacher)

Note: The definitions of these groups of teachers include the phrase "for which value-added data are available." Should value-added data not be available, any teacher listed in group 1 or 2 would become a group 3 teacher. Availability of value added data may change.

The state value-added model will continuously define and revise *tested areas*, *approved assessments*, and *teacher of record*.

- *Tested areas* will be continuously defined based on state-approved assessments that have strong predictive validity, reliability, classification accuracy, and growth norms. A process for continually reviewing and approving assessments for the value-added model will be available.
- *Approved assessments* and the value-added model will be linked to correlated subject-areas or classes to define *tested areas* (i.e., 7th grade math MCAs link to grade 7 math teachers, DIBELS links to primary grade classroom teachers, etc.) When possible, all approved assessments will be used to calculate value-added for all correlated subject areas (i.e., a grade 7 math teacher's value-added is based on MCA and NWEA MAP math scores).
- *Teacher of record* will be continuously defined based on teaching assignments to best reflect the variety of roles teachers have in supporting student learning and achievement. The definition for *teacher of record* will determine appropriate groups for teachers such as special education teachers, teachers of English language learners, and intervention teachers.

A teacher and the assigned summative evaluator should collaborate to decide which group is appropriate for that teacher's assignment. An evaluator will make the final determination.

Evidence of Student Learning and Achievement: Shared Performance Goals

Because teachers share an important, common mission of improving student achievement, a teacher will have five percent of her final summative evaluation score tied to school-wide learning as measured by a shared performance goal. All teachers in the same school will

receive the same rating for this measure. Details about the shared performance goal are in the Student Learning Goal Handbook.

Evidence of Student Learning and Achievement: Teacher Value-Added

Value-added in an education context refers to the contributions that a teacher or a school makes to student achievement. That is, if a student has a particular teacher or is in a particular school, what is the "value" that is "added" to the student's learning because she had that teacher or attended that school?

Value-added methods apply a statistical model to scores that are otherwise reported in terms of achievement (Did students meet the established bar?) or simple growth (Did students grow at the same rate as other students in their grade levels?). Value-added methods may take into consideration students' previous achievement and other demographic factors that may impact test performance.

A value-added measure attempts to show a teacher's impact on the learning of students who bring similar demographic characteristics. Instead of asking, "Did my fourth grade students grow at the same rate as other fourth grade students?" (simple growth), value-added asks, "Did my fourth grade students who previously tested at a second grade level and who have similar demographic characteristics grow at the same rate as students with the same characteristics?" Value-added measures stress the enhancement of student knowledge and skills as a result of the experience of attending a particular school, having a particular teacher, or engaging in a particular educational intervention.

The value-added model supporting the Model is being developed through school year 2013-2014. When completed, the value-added model will be the model used by districts and unions who do not reach agreement and must adopt the state teacher evaluation model. The model will be available for districts and exclusive representatives of teachers who choose to use it.

Depending on the value-added measurement developed, the Minnesota Department of Education will establish business rules and test the model for use in teacher development and evaluation activities. Some key questions for the MDE to consider include

- Do results of the value-added model inform teacher learning and development?
- What is the right inclusivity of each measure?
- How many years of data will be used for summative evaluation?
- What is the minimum number of results needed to create valid scores?
- What is the required confidence interval for use of the value-added scores?
- How will results be tied to teachers?
- Does the value-added model provide accurate and fair results for all teachers? Are certain teachers disadvantaged?
- How will the value-added model identify and respond to "outliers"?
- How will a component rating be determined based on a teacher's value-added scores?

Evidence of Student Learning and Achievement: Student Learning Goals

A student learning goal is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes

- The student population or sample included in the goal;
- The standards with which the goal will align;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the goal;
- The expected student growth (or outcomes);
- The rationale for the expected student growth.

The student learning goal process reinforces best teaching practices and encourages educators to ensure that their students are meeting grade level expectations and will be college- and career-ready. Teachers using best practices already follow an informal process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the student learning goal process provides teachers with ways to formalize their teaching practice, and give input on how student learning will be measured and how a teacher will be evaluated.

Unlike some other measures of teacher effectiveness, all school personnel can set learning goals because the ability to measure student learning does not depend upon the availability of standardized assessment scores. The student learning goal process allows all teachers to focus on the specific objectives they want to achieve with their students and measure student growth using measures that are most relevant for their student population and content areas. Student learning goals enable all teachers to demonstrate their impact on student learning and receive recognition for their efforts.

The design and implementation of student learning goals may provide opportunities for teachers to collaborate in professional learning communities and in peer coaching and mentoring relationships. Groups of teachers can work together to assess students' beginning knowledge and skills, to analyze data and set goals, to design quality assessments, to analyze student work, and to plan lessons and interventions. This collaboration creates a connection between growth and evaluation activities and professional learning community processes, and meets the statutory requirement for professional learning community opportunities.

For further guidance about the student learning goal process and scoring methods, see the Student Learning Goal Handbook.

Determining the Component Rating for Student Learning and Achievement

A numeric, weighted method is used to determine an annual component rating for student learning and achievement. The weighting of different measures depends on the assigned teacher group.

Group 1 Teachers
Results of the shared performance goal = 5%
Results of value-added data = 30%

Group 2 Teachers
Results of the shared performance goal = 5%
Results of value-added data = 20%
Results of student learning goal = 10%

Group 3 Teachers
Results of the shared performance goal = 5%
Results of class student learning goal = 20%
Results of targeted need student learning goal = 10%

During a summative evaluation, summative evaluators may have one to three years of student learning and achievement component ratings to synthesize into one component rating. Summative evaluators will synthesize the multiple years of ratings by averaging the years together to determine a final component rating.

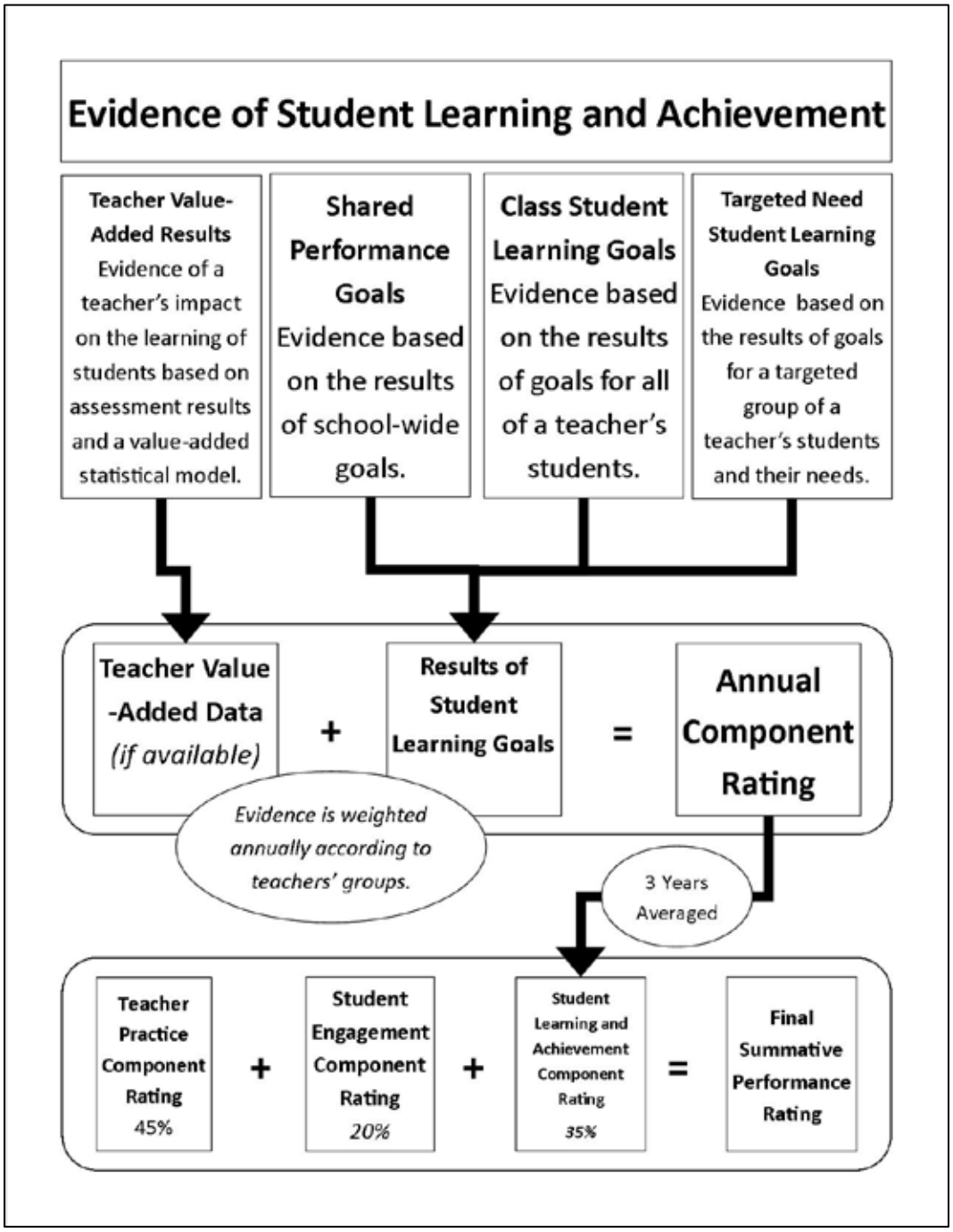

Figure 7: Determining the Component Rating for Student Learning and Achievement

Annual Timeline of Activities

In the Model, each teacher engages in a continuous three-year professional review cycle as represented in Figure 2. Each year of the three-year cycle includes common, defined roles, ongoing activities, and a continuous review of student impact data, as well as an ongoing series of annual events in which each teacher engages. Annual self-assessment and peer review at the end of each year inform Individual Growth and Development Plan revisions in years one and two and connect each year to the previous year in the three-year cycle. At the end of the three-year cycle, the assigned summative evaluator conducts a summative evaluation and determines a summative performance rating. The summative evaluation informs a new Individual Growth and Development Plan for the next three-year cycle.

In each year of the cycle, teachers, peer reviewers, and summative evaluators follow an ongoing series of annual activities as follows.

Prior to Annual Cycle *(Target—Prior to the School Year)*

ROLE	ACTIVITY
Summative Evaluators	• Analyze district and school needs and goals to inform approval of Individual Growth and Development Plans and student learning goals. • Review common state and district pre-approved assessments to inform approval of student learning goal assessments. *(Group 2 and 3 teachers)*

Start of Annual Cycle *(Target—September-October)*

ROLE	ACTIVITY

Teachers	• Revise Individual Growth and Development Plans (with peer reviewers and professional learning communities as appropriate).
	• Set student learning goals with professional learning communities as appropriate. *(Group 2 and 3 teachers)*
	  o Review standards.
	  o Collect and analyze relevant baseline student learning data.
	  o Select or create associated final assessments to measure student learning goals.
	  o Draft student learning goals.

Summative Evaluators	• Review and approve teachers' Individual Growth and Development Plans, including identified peer reviewers. Confer with teachers and peer reviewers as appropriate. • Based on points of contact defined in teachers' Individual Growth and Development Plans and required summative evaluator classroom observations, draft personal plan for points of contact and observations. • Review and approve teachers' student learning goals and associated final assessments. Confer with teachers and professional learning communities as appropriate. *(Group 2 and 3 teachers)*
Peer Reviewers	• Support teachers' revision of Individual Growth and Development Plans as appropriate. • Commit to teachers' Individual Growth and Development plans.

ROLE	ACTIVITY

Professional Learning Communities	• Collaborate as appropriate to develop and connect members' Individual Growth and Development Plans.
	• Collaborate to set shared member student learning goals as appropriate. *(Group 2 and 3 teachers)*
	  o Review standards.
	  o Collect and analyze relevant baseline student learning data.
	  o Select or create final assessments to measure student learning goals.
	  o Draft student learning goals.

School Leadership Team and Principal	• Examine school data and determine school needs. • Choose school improvement priorities and measures. • Set school improvement goals. • Share goals with staff. (Teachers utilize school improvement goals as shared performance goals.)

In the First 90 Days of the Employment

ROLE	ACTIVITY
Summative Evaluators	• For each probationary teachers, conduct one formal observation cycle—planning conference, extended classroom observation, and post-lesson conference. Meet with teachers and document evidence and feedback.

Throughout Annual Cycle *(Target—September-May)*

ROLE	ACTIVITY
Teachers	• Implement Individual Growth and Development plans and gather evidence of implementation and outcomes. • Collect and review interim student learning data for student learning goals. Confer with summative evaluators and professional learning communities as appropriate. *(Group 2 and 3 teachers)* • Maintain portfolios of evidence on teacher practice and student impact. *(not required—teacher option)*
Summative Evaluators	• Conduct points of contact and required summative evaluator classroom observations according to personal plan. Meet with teachers and document evidence and feedback. • Conduct additional points of contact as appropriate. Meet with teachers and document evidence and feedback.
Peer Reviewers	• Conduct points of contact according to teachers' Individual Growth and Development Plans. Meet with teachers and document evidence and feedback. • Support teacher's implementation of Individual Growth and Development Plans.
Professional Learning Communities	• Collaborate to collect and review interim student learning data for student learning goals. *(Group 2 and 3 teachers)*
School Leadership	• Monitor and evaluate school improvement goals. (Teachers utilize school improvement goals as shared performance goals.)

ROLE	ACTIVITY
Team and Principal	

End of Annual Cycle *(Target—April-May)*

ROLE	ACTIVITY

Teachers	• Review student learning data with professional learning communities as appropriate and determine outcome of student learning goals. *(Group 2 and 3 teachers)*
	  ○ Collect all student learning data from interim and final assessments.
	  ○ Determine student mastery and/or growth as appropriate and determine the extent to which student learning goals were met.
	• Review individual teacher value-added data, if available. *(Group 1 teachers)*
	• Review individual student survey data.
	• Complete annual self-assessments and confer with peer reviewers.
	• Submit portfolios of evidence to summative evaluators as evidence for summative evaluations. (not required - teacher option)
	• If a summative evaluation was completed, develop a new Individual Growth and Development Plan for the next three-year professional review cycle.

Summative Evaluators	• Review end-of-year results of teachers' student learning goals. Confer with teachers as appropriate. *(Group 2 and 3 teachers)* • Review teacher value-added data, if available. Confer with teachers as appropriate. *(Group 1 teachers)* • Review student survey data. Confer with teachers as appropriate. • Review teachers' self-assessments and peer reviews. Confer with teachers as appropriate. • For teachers receiving a summative evaluation, gather and review evidence, determine component ratings, and calculate summative scores and summative performance rating. Meet with teachers and complete documentation.
Peer Reviewers	• Review teachers' annual self-assessments and facilitate and document peer reviews.
Professional Learning Communities	• Collect all student learning data from interim and final assessments and collaborate to review student learning data as appropriate. *(Group 2 and 3 teachers)*

School Leadership Team and Principal	• Review student learning data and determine outcome of school improvement goals.
	  ○ Collect data from interim and final assessments.
	  ○ Determine the extent to which school improvement goals were met.
	  ○ Communicate results of school improvement goals to staff.

Table 7: Annual Timeline of Activities

Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a component rating for each of the three components of the Model—teacher practice, student learning and achievement, and student engagement—as outlined on pages 29, 35, and 40. These three component ratings are then used to numerically calculate a summative score and final summative performance rating for a teacher. See Figure 8.

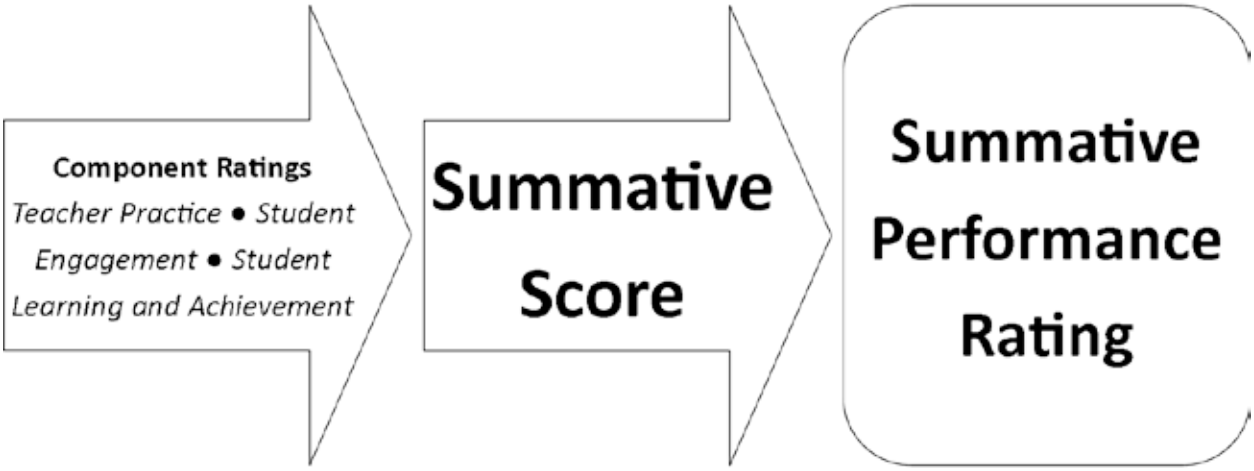

Figure 8: Component Ratings, the Summative Score, and the Performance Rating

The following performance ratings are used for each of the three component ratings and for the final summative performance rating:

Performance Rating 4: Exemplary
Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor for colleagues.

Performance Rating 3: Effective
Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

Performance Rating 2: Development Needed
Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected.

Performance Rating 1: Unsatisfactory
Evidence of performance that is consistently below standards exists. Assistance and significant improvement are required.

Final Performance Rating

Using the three component ratings for each of the three Model components, the assigned summative evaluator calculates a summative score and determines a final summative performance rating for a teacher. A numerical approach is used by assigned summative evaluators to combine component ratings. In the numerical approach, the three component

ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for a teacher. Evaluators use the following process:

1. Assign a numerical value to the component ratings for each of the three model components as noted above. (See columns 1 and 2 in the example in Figure 9)
2. Multiply the numerical value for each component rating by the weight assigned to that component. (See column 3 in the example in Figure 9)
    a. Teacher Practice—45%
    b. Student Learning and Achievement—35%
    c. Student Engagement—20%
3. Add the three resulting products together to determine the summative score. (See column 4 in the example in Figure 9)
4. Determine the final performance rating by applying the ranges for summative scores below. (See the red circle and arrow in the example in Figure 9)

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Component	Component Ratings	Component Weights *(Multiply by Weights)*	Products
Teacher Practice	3 *(Effective)*	.45	1.35
Student Learning and Achievement	4 *(Exemplary)*	.35	1.40
Student Engagement	4 *(Exemplary)*	.20	0.80
Add Products for Summative Score			**3.55**

3.5-4.0—Exemplary
2.5-3.49—Effective
1.5-2.49—Development Needed
1.0-1.49—Unsatisfactory

Figure 9: Determining the Summative Performance Rating

The *Summative Evaluation Form* on page 93 is used by the assigned summative evaluator to document component ratings, calculate the summative score, and document the final performance rating.

The Individual Growth and Development Plan

Teachers with final performance ratings of *Development Needed*, *Effective*, or *Exemplary* enter new three-year professional review cycles. The first step of a new cycle is to develop a new Individual Growth and Development Plan, which will guide professional learning during the new cycle. As discussed on page 17, the plan is intended to guide learning activities throughout the three-year cycle, empower teachers to guide their own professional development, and base individual professional development on outcome-based goals connected to student learning and engagement.

The Teacher Improvement Process

Minnesota Statutes, sections 122A.40 and 122A.41, state that the teacher evaluation model "must give teachers not meeting professional teaching standards…support to improve through a teacher improvement process that includes established goals and timelines; and must discipline a teacher for not making adequate progress in the teacher improvement process…"

The teacher improvement process is not discipline; rather, this process supports teacher improvement for a teacher identified by a summative evaluation as not meeting standards. A teacher who does not make adequate progress in this teacher improvement process is subject to discipline.

A teacher who receives an "Unsatisfactory" rating on a summative evaluation must enter the teacher improvement process. A teacher who receives an "Unsatisfactory" component rating may enter the teacher improvement process if mutually agreed to by the summative evaluator and teacher. This activity serves as the individual growth and development plan for that teacher. The purpose of the teacher improvement process is to provide support and assistance to teachers who are not meeting standards of performance. A teacher remains in the teacher improvement process until:

- The teacher improves in all areas identified in the improvement plan, or
- The teacher has had sufficient time and resources to meet performance standards and has not done so. [Note: The sufficiency of time and resources is intended to be flexible based on the plan established and the needs of the teacher. Should a district ultimately seek to terminate a teacher based on performance, arbitrators' decisions based on case law and statute (primarily M.S. 122A.40, Subdivision 9) have typically determined that sufficient time for improvement is a minimum of six months.] A district must discipline a teacher for not making adequate progress in a teacher improvement process.

In the case of improved performance, the teacher exits the teacher improvement process, re-enters the three-year professional review cycle, and completes an individual growth and development plan. The district may determine when to summatively evaluate this teacher, provided a summative evaluation occurs a minimum of one time within a three-year window of the previous summative evaluation.

Role of the exclusive representative of teachers
Constitutional, statutory, and contractual language ensures that due process is followed. The district is responsible for determining whether a teacher's performance is not meeting professional teaching standards and that the teacher must enter a teacher improvement process. A teacher retains his or her right to appeal an unsatisfactory rating and to grieve discipline.

Role of the district
The district administration, on behalf of the board/school board, must assign or approve the summative evaluator who will lead the teacher improvement process.

Role of peer coaching or mentoring
Licensed teachers, especially ones who are qualified and trained summative evaluators or peer reviewers, may play a role in supporting and coaching a teacher in the teacher improvement process.

A teacher may request, as part of his or her teacher improvement plan, the support of a peer(s) during the teacher improvement process. This peer may serve in a coaching or mentoring role. The identified peer may not be "assigned" this duty and may be compensated per local bargaining agreements. Should a peer be named, that peer may be involved in any meetings between the teacher and summative evaluator at the teacher's request. The peer will not evaluate the teacher or the teacher's progress in the teacher improvement process.

Awareness

Minnesota Statutes §122A.40 and §122A.41 require at least one summative evaluation for a teacher as part of the three-year professional review cycle. In this Model, a summative evaluation occurs once every three years. However, a district may conduct a summative evaluation at any time.

In cases in which a summative evaluator has determined that performance concerns warrant a summative evaluation before the final year of a teacher's three-year cycle, the teacher must be informed that the summative evaluator is collecting and reviewing evidence to conduct a summative evaluation and of any performance concerns.

The summative evaluator must collect all evidence required for a summative evaluation to measure teacher practice, student engagement, and student learning and achievement. A *minimum* of three formal observation cycles or extended observations, other available evidence of teacher practice, available evidence of student learning and achievement, and available evidence of student engagement should all be considered for a summative evaluation conducted in response to performance concerns.

If a summative evaluator has performance concerns about a teacher, that teacher must be made aware of those concerns. Summative evaluators must document concerns and share those concerns via a face-to-face meeting. Performance concerns should be documented and communicated as they occur and should not wait for summative conversations.

A teacher who has been made aware of performance concerns may or may not show improvement in the identified areas. If a summative evaluation is conducted and the summative performance rating is either "Development Needed," "Effective," or "Exemplary," the teacher continues the development and evaluation activities described in the Model.

If the summative performance rating is "Unsatisfactory," the teacher receives help to address performance concerns through the assistance and support phase as described below.

If a teacher receives a component rating of "Unsatisfactory," the teacher and summative evaluator may decide to use the teacher improvement process or may use other supports

(mentoring, peer coaching, a directed individual growth and development plan, as examples) to improve performance.

Teacher Improvement Process

Prerequisite: The teacher receives an "Unsatisfactory" component rating or summative rating on a summative evaluation.

Step 1: Identify and communicate the area(s) of performance concern

As follow-up to an "Unsatisfactory" rating on the summative evaluation, the summative evaluator must make face-to-face contact with the teacher and document the performance concern(s) in writing, including

- An explanation of concerns identifying specific standards of teacher practice or student outcomes
- An outline of evidence supporting the concerns and the teacher's summative evaluation
- A request for a follow-up face-to-face meeting to discuss the concerns addressed above and the teacher improvement process, and to develop an improvement plan. The proposed meeting time should be within five school days of this notification. This request includes notification that the teacher may bring evidence related to the stated concern(s) to the meeting.

This written communication will also be placed in the teachers' personnel records.

The plan will specify the processes for how the teacher improvement process is implemented if the notified teacher is reassigned to another teaching assignment.

Step 2: Meet to set goals and time lines and to develop an improvement plan

During the face-to-face meeting requested in step 1, the teacher and summative evaluator will collaborate to resolve identified performance concerns. The teacher may request a peer to actively participate in the development of the improvement plan. The following information must be documented in the plan:

- Area(s) of concern related to teacher practice and/or student outcomes
- Specific teacher actions or practices that will result in the teacher meeting standards
- Improvement goals. These goals must be specific, measurable, attainable, results-based, and time-bound.
- Support strategies, which may include but are not limited to
    - Professional workshops or conferences
    - Books
    - Peer coaching, mentoring, or other forms of peer support
    - Teacher Assistance Teams (See description on page 54.)
    - Additional evaluator or peer reviewer points of contact
    - Curriculum resources
    - Videos of classroom teaching
    - Targeted professional development

- Method(s) the summative evaluator will use to gather evidence of improvement. These may include specific activities as described in the evaluation model or others as described during this meeting.
- The type, form, and frequency of feedback the teacher will receive during this phase (e.g., regular meetings with the summative evaluator, regular written communications, evaluation observations, points of contact documentation, etc.)
- A time frame for formative feedback on progress as well as a summative assessment of progress. The summative assessment of teacher improvement results in a decision to exit the teacher from the teacher improvement process, modify the teacher improvement plan, or discipline a teacher. A meeting between the teacher and summative evaluator where the summative assessment of teacher improvement results will take place.

This document will be placed in the teacher's personnel record.

Step 3: Engage in the improvement plan

While implementing the improvement plan, there are expectations for both the teacher and the summative evaluator.

Expectations of the teacher

- Participate in the activities identified in the plan developed in step 2
- Participate in the collection of evidence related to the measurable goals identified in step 2
- Be open and flexible in implementing different and/or refined strategies to improve his/her performance
- Maintain a proactive stance in his own professional improvement
- Engage in professional reflection ascertaining what is effective practice and what practice(s) need improvement
- Be responsible for maintaining anecdotal notes (if desired)
- Ask for clarifications from the principal, direct supervisor, an exclusive representative, or superintendent or designee when needed
- Be responsible for meeting deadlines, appointments, scheduled observations, and other agreed upon timelines

Expectations of the summative evaluator

- Provide feedback and support opportunities identified in step 2
- Give encouragement and informal support for improvement of performance
- Be open and available for clarification at the teacher's requests
- Monitor the teacher's performance for improvement

Step 4: Assess results of the improvement plan

At the end of the plan and the time frame established in step 2, the teacher, the summative evaluator, and any peer named in the process will meet to assess progress of the teacher toward resolving the area of concern. The assessment of progress will be documented in writing, following the plan and goals developed in step 2. The summative evaluator has authority to make a final determination in the event the parties disagree.

This document will be placed in the teacher's personnel record.

Evidence to review

- Teacher's personnel file
- Agreed upon improvement plan with measureable goals in the assistance and support phase
- Documentation of the measures of progress aligned with the goals
- Additional evidence that the teacher wants considered
- Documentation of meetings with the Teacher Assistance Team, if established (see optional support strategies below)
- Description of the recommendations and support provided by the Teacher Assistance Team, if established
- Evidence collected by the summative evaluator
- Evidence collected at the discretion of the summative evaluator
- Past summative evaluations may be considered

Criteria for decision-making

- Progress toward meeting the goals identified for improvement in the improvement plan
- Current performance level (consideration for past performance may be given)

At the conclusion of the meeting, one of the following determinations will be made by the summative evaluator about the teacher's status:

- Exit the teacher improvement process. The teacher writes an individual growth and development plan and re-enters the three-year professional review cycle; the teacher must receive a summative evaluation within three years of his or her last summative evaluation.
- Revise or begin a new improvement plan, repeating steps 1-4 in the assistance and support phase. This could include discipline for a teacher for not making adequate progress, at the district's discretion, under Minnesota statutes 120A.40, subdivision 8, clause 12 and 122A.41, subdivision 5, clause 12.
- Discipline a teacher for not making adequate progress in the teacher improvement process. 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.

Discipline

MN Statutes 120A.40 and 120A.41 state that 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."

Should a district discipline a teacher for failing to make adequate progress in the teacher improvement process, the district must follow board policies and teacher contract language established in the school district as well as state statutes.

Optional Support Strategy—Teacher Assistance Teams

As part of the meeting in step 2, participants may collaborate to establish a Teacher Assistance Team that supports the teacher in the assistance and support process. The Teacher Assistance Team uses data and information from the teacher's evaluation to collaborate with the teacher to implement the support plan. The teacher must voluntarily partner with this team.

A Teacher Assistance Team, if established, must ensure data privacy for the teacher being supported.

Composition of the Teacher Assistance Team (3-6 people) may include

- 1–2 teachers appointed by a summative evaluator (e.g., special education coordinator, mentor, grade-level lead, department chair, curriculum coordinator)
- 1 summative evaluator other than the summative evaluator assigned by the district to lead the teacher improvement process for the teacher appointed by the superintendent or designee
- 1 – 2 teachers recommended by the teacher (The team should not include any representative from the grade level or the department of the teacher in the assistance and support process unless requested by the teacher.)

Expectations of the Teacher Assistance Team

- One member of the Teacher Assistance Team is appointed as the facilitator by the summative evaluator
- The teacher and the facilitator mutually establish a schedule of meetings with the Teacher Assistance Team
- The Teacher Assistance Team keeps a log of meetings in order to document actions taken to assist the teacher and recommendations made by the Teacher Assistance Team (Note: The log will not provide evaluative statements regarding progress of the teacher toward the improvement goals.)
- Team members' observations and dialogues with the teacher are not recorded in writing, are not reported to the summative evaluator, and are not part of the assessment of results in step 4
- When communicating with the teacher, the Teacher Assistance Team may
    - Offer multiple strategies related to the improvement goals from which the teacher may choose
    - Give direct observational feedback to the teacher
    - Offer peer coaching
- Strict confidentiality is to be maintained and no reference is made to the name of the teacher or the school where the assistance is being provided
- The facilitator communicates regularly with the summative evaluator regarding the completion of action steps in the plan
- At the completion of the plan, the log of meetings that documents completion of action steps is submitted to the teacher and the summative evaluator

Induction and Mentoring for New Teachers

Minnesota statutes state that evaluation models, “may include mentoring and induction programs.”

Induction is a multi-year process of professional learning supporting educators during career transitions. The goals of induction systems align with and support the vision for the Model—improving the education of all students and developing the quality of teachers. Induction systems are recognized as good educational practice for strengthening teacher performance.

The professional development subcommittee of the MDE teacher evaluation work group recommends that districts planning induction and mentoring programs refer to the guidelines published by the Teacher Support Partnership. Established in 2006, the partnership has representation from Education Minnesota, the Minnesota Department of Education, and higher education partners. The guidelines provide a framework for developing induction systems for all educators in Minnesota and can be accessed by district planners at the Teacher Support Partnership website (http://teachersupportpartnershipmn.org/).

The Teacher Support Partnership recommends induction programs that have three components—administrative leadership, professional learning, and mentoring. Administrative leadership provides vision and support for the system. A range of professional learning opportunities will allow for differentiation based on teachers’ needs. Mentoring provides individual attention to the development of high quality instructional practices.

Induction systems are focused on growth, development, and sustained learning. Planners must balance induction activities for teachers and the requirements for evaluation in Statute. Induction and mentoring systems are not about evaluation, but formative and development activities in the Model may be used for formative purposes and embedded in induction and mentoring programs. Such activities might include the Individual Growth and Development Plan, the annual self-assessment, and the peer review activities. However, summative evaluation activities and the role of the summative evaluator remain separate from induction and mentoring activities.

Induction activities must be guided by an overall vision of teaching practice by aligning induction programing with teaching standards. The result can be helpful for organizing experiences for initial teachers and provides a common language for conversations among teachers. Using the Performance Standards for Teaching Practices in component two of the Model on page 31 can provide this vision and common language.

Including growth plans aligned with teaching standards in induction programming provides initial teachers with opportunities to self-assess and choose appropriate goals that meet their needs. Using the Individual Growth and Development Plan on page 17 and the annual self-assessment process on page 19 of the Model as part of induction programming can align induction activities with the Model activities.

Both mentoring, as outlined in the Teacher Support Partnership induction guidelines, and peer review, as outlined in the Model, are processes by which skilled and experienced teachers facilitate development of a peer. An initial teacher's mentor and peer reviewer(s) as outlined on page 23 could potentially be the same person. However, mentoring is not a substitute for the formal evaluation processes required in Statutes, and, in planning, Districts must remember that mentoring has a formative assessment purpose. Feedback from a mentor is given with the intent of professional growth and learning. As with a peer reviewer in the Model, a mentor's purpose is more aligned with coaching than supervision.

Clearly aligning induction activities with evaluation requirements in the Model can lead to formative development of new teachers as well as successful evaluations.

Glossary of Terms

Achievement
Meeting a uniform and pre-determined level of mastery of subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Classroom Observation
A summative evaluator's or peer reviewer's observation of a teacher's classroom practice resulting in collecting evidence, sharing feedback with the teacher, and documenting evidence and feedback.

Formal Observation Cycle
A formal observation cycle includes a planning conference, an extended classroom observation, and a post-observation conference. A full observation cycle MUST be completed by a summative evaluator during a continuing contract/tenured teacher's summative year.

Planning conference. A conversation prior to an observation to discuss the lesson and planned teaching practices.

Extended classroom observation. A classroom observation that

- May be announced or unannounced;
- Covers a full lesson; (minimum of 40 minutes)
- May span 1-2 periods of instruction;
- Results in evidence collection and feedback in numerous areas of teacher practice and their impacts on student learning and engagement.

Post-lesson conference. A reflective conversation that takes place after an observation to reflect on practice and plan next steps with students

Extended Classroom Observation
An observation that lasts a minimum of 40 minutes. Extended observations may be announced or unannounced, may span 1-2 periods of instruction, and may cover numerous areas of teacher practice. A summative evaluator or peer reviewer provides the teacher with both face-to-face feedback and documented evidence supporting that feedback within two school days.

Short, Focused Observation
An observation that lasts a minimum of 10 minutes. Short, focused observations may be announced or unannounced, do not cover a full lesson, and are focused on 1-2 areas of teacher practice (often defined by the teacher's individual growth and development plan) and their impacts on student learning and engagement. A summative evaluator or peer reviewer provides the teacher both face-to-face feedback and documented evidence supporting that feedback within two school days.

Component
(See, “Teacher Practice”, “Student Engagement”, or “Student Learning and Achievement”)

Continuing Contract or Tenured Teacher
A teacher who has completed his or her probationary period.

Domain
The teacher practice component is divided into four domains or tasks: planning, environment, instruction and professionalism. Each domain is elaborated further by including indicators and elements to more fully capture the scope of practice.

Elements
Specific, intentional, measurable behaviors of teacher practice as outlined in the Performance Standards rubric. Each indicator of practice is supported by elements or specific steps for teacher action.. As outlined in the rubric, elements are grouped together as indicators of practice, and those indicators are grouped into one of four domains.

Formative Evaluation
An activity that offers feedback geared to improve future performance. The activity may include informal or formal assessment of current practice. In the Model, formative evaluation occurs continuously through the three-year professional review cycle and includes points of contact, student learning goals, individual growth and development plans, observations, peer review, professional learning community conversations, etc.

Growth
Improving skills required to achieve mastery of a subject or grade level standard over a period of time. Growth differentiates mastery expectations based upon baseline performances.

Indicator
Descriptions of intentional teacher practice. Each domain is supported by broad indicators. Each indicator is further defined by specific elements.

Individual Growth and Development Plan
An organized way for setting and pursuing professional goal(s) and learning as part of a cycle of professional growth. The Individual Growth and Development Plan is created and revised by the teacher—who may consult the peer reviewer(s)—but must be approved by the assigned summative evaluator.

Induction
A system of strategies employed by schools and districts in support of beginning and transitioning teachers. Induction systems are designed for developing dispositions and practices that promote continuous improvement of educational practices. The system may include an initial and ongoing orientation, a network of teacher support, seminars and workshops, and structured mentoring focused on professional standards and professional growth.

Job-Embedded Professional Development
Refers to teacher learning that is grounded in day-to-day teaching practices and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. Professional learning communities and Individual Growth and Development Plans both support this type of professional development.

Longitudinal data
Refers to data in which the same subject is observed or assessed on multiple occasions over time to identify trends.

Mentoring
A non-evaluative process by which a highly skilled and experienced teacher facilitates the development of a colleague in a structured support process focused on improving instructional practices. Mentoring is an essential part of induction programs. When possible, a mentor may also serve as a peer reviewer.

Non-tested Grades/Subject Area
Generally, this term refers to grades and subjects for which no state-wide standardized assessment(s) is available.

Peer Review Process
A system of review of teachers' performance by their colleagues. Essential components of the peer review process include mentoring and professional development, teacher collaboration, peer coaching, and professional learning communities. In the Model, all teachers will have a peer review every year, including the summative review year.

Peer Reviewer(s)
A peer (a fellow teacher, teacher on special assignment, someone in the same bargaining unit) who is selected by the teacher to offer feedback and review progress with the teacher on an annual basis. The peer reviewer(s) must be a trained observer of teacher practice and be approved by a summative evaluator. When possible, the peer reviewer(s) should also be in the teacher's professional learning community or be a new teacher's mentor.

Performance Rating
(See, "Rating", "Performance")

Performance Standards for Teacher Practice Rubric
The document that articulates the domains of teacher practice (planning, instruction, environment, and professional responsibilities), various indicators and elements of performance within those domains, and different standards of performance. The document also shares possible sources of evidence that summative evaluators and/or peer reviewers could use.

Point(s) of Contact (POCs)
Points of contact (POCs) are defined opportunities for summative evaluator(s) and peer reviewer(s) to gather evidence for evaluation and provide feedback to a teacher for the Model. Every point of contact offers feedback in the areas of teacher practice as well as the impact of

that practice on student learning and engagement. Points of contact include both classroom observations and other activities that support the teacher's growth and evaluation. Every year of the three-year professional review cycle, teachers must define multiple points of contact through their individual growth and development plans.

All points of contact *must* be

- Face to face;
- Documented;
- Grounded in a teacher's Individual Growth and Development Plan and/or the Performance Standards for Teacher Practice.

Portfolio
A collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Teachers share evidence of and reflections on practice and professional growth. Portfolios are an optional source of evidence that a teacher may provide. If a portfolio is shared with the assigned summative evaluator, it must be considered as part of the summative evaluation.

Probationary Teacher
A teacher who has not achieved tenure/continuing contract status in the state of Minnesota. A district must conduct three formal observation cycles for every probationary teacher during each probationary year. A district must provide a probationary teacher with at least one summative evaluation prior to his or her achieving tenure/continuing contract status.

Professional Judgment
The Model is an evidence-based evaluation using multiple measures to determine a performance rating in each component of the model. For each component, a summative evaluator reviews the collected evidence through the lens of professional judgment before determining a rating. A summative evaluator's professional judgment bridges evidence collected and the best practices codified in the rubric with the specific context of a teacher's school and students.

Professional Learning Community
A group of teachers committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve and who operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. When possible, a teacher's peer reviewer(s) and/or mentor should come from his or her professional learning community.

Rating, Performance or Component
The score applied to the component or teacher.

Performance Rating, Final. The rating of a teacher based on the teacher's performance and the results of the summative review. Teachers will earn one of four performance ratings:

1. Unsatisfactory;
2. Development Needed;

3. Effective;
4. Exemplary.

Component Rating. Each component of the Model is given a rating (1-4 as noted above) in order to produce a final performance rating.

Rubric
A framework that arranges the elements, indicators, and domains of teacher practice into standards of performance.

Self-Assessment
Teachers complete a self-assessment annually and share that assessment with their peer reviewers (who may add their comments). This self-assessment is shared with the assigned summative evaluator annually and is considered for the summative evaluation.

Staff Development Activities
Activities that are conducted school- and/or district-wide that are coordinated with the evaluation process and outcomes.

Student Engagement and Connection
An organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective components. It is influenced by the context of family, peers, community and school. Within the classroom, teachers can influence student engagement through their relationships with students and the relevance and rigor of their instruction. One component of the Model is dedicated to student engagement and connection.

Student Learning and Achievement Component
One component of the Model. Student learning and achievement is measured using a combination of four possible measures

1) Value-added data;
2) Shared performance data;
3) Student learning goal—class;
4) Student learning goals—targeted need.

In the Model, this component comprises 35% of a teacher's evaluation.

Student Survey
Student perception data gathered through a survey of student engagement at a classroom level for use in the student engagement component.

Student Learning Goal(s)
A measurable, long-term, academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. Student learning goals demonstrate a

teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

Summative Evaluation
A final product that produces a performance rating for each component of the Model and a final performance rating for a teacher. This rating with accompanying feedback is used to develop a new Individual Growth and Development Plan. Teachers who are rated "unsatisfactory" on their summative evaluation must begin a teacher improvement process.

Summative Evaluators
An individual who holds a valid Minnesota license and who has successfully completed the MDE evaluator training supporting the Model. Only summative evaluators are able to conduct summative evaluations.

Summative Conference
A meeting between a teacher and his or her assigned summative evaluator to discuss the results of the summative evaluation and to share the teacher's summative performance rating. The teacher may invite his or her peer reviewer(s) to participate in this conference.

Teacher
The Model applies to all teachers as defined in the Minnesota statutes below except for principals and superintendents. Principals must be evaluated annually per Minnesota Statute 123B.147.

> M.S. 122A.40, Subd. 1. (Continuing Contract Law):
> *"Subdivision 1. Teacher defined. A principal, supervisor, and classroom teacher and any other professional employee required to hold a license from the state department shall be deemed to be a 'teacher' within the meaning of this section. A superintendent is a 'teacher' only for purposes of subdivisions 3 and 19."*
>
> M.S. 122A.41, Subd. 1. (a) (Tenure Law for Cities of the First Class):
> *"Subdivision 1. (a) Teachers. The term 'teacher' includes every person regularly employed, as a principal, or to give instruction in a classroom, or to superintend or supervise classroom instruction, or as placement teacher and visiting teacher. Persons regularly employed as counselors and school librarians shall be covered by these sections as teachers if licensed as teachers or as school librarians."*

The Teacher Development, Evaluation, and Peer Support Model
The entire model as outlined in this handbook.

Teacher Improvement Process
Teachers receiving an "unsatisfactory rating" must begin a TIP. During that process, an improvement plan that is specific and prescribed will be developed. Teachers must receive support to improve their performance. Should teachers either a) fail to engage in the improvement plan or b) fail to improve, districts must discipline them per statute.

Teacher Practice
One component of the Model which includes four domains: planning, instruction, environment, and professional responsibilities. These domains are further defined and performance levels established using the Performance Standards for the Teacher Practice Rubric.

Teaching Standards Established in Rule
Minnesota Administrative Rules, Chapter 8710, lists state Standards for Licensing teachers and other licensed support personnel. The Standards of Effective Practice rules are listed in 8710.2000. These standards identify the professional core of teaching standards that must be met by all who would teach in Minnesota public schools.

Tenured
See "Continuing Contract Teacher"

Tested Subjects/Grade Levels
Generally refers to the grade levels and/or subject areas in which standardized tests are given regularly.

Three-year Professional Review Cycle
Tenured/continuing contract teachers will be evaluated on a three-year professional review cycle in which a summative evaluation occurs in the third year.

Exceptions to the three-year requirement include

- During 2014-15, 2015-16, and 2016-17 school years, in which summative evaluations will be given to approximately 1/3rd of teachers in each year;
- When a summative evaluator or administrator determines that a summative evaluation is necessary.

Value-Added Measurement
A method of reporting student achievement data that measures the teacher's contribution in a given year by comparing current school year test scores of their students to the scores of those same students in the previous school year, as well as to the scores of other students in the same grade. In this manner, value-added measurement seeks to isolate the contribution that each teacher makes in a given year, which can be compared to the performance measures of other teachers.

Value-Added Model
In order to accurately, consistently and fairly compute value-added data, a value-added model must provide a certain level of sophistication that few districts can provide on their own. The Model for teacher evaluation will provide a value-added model, and the Minnesota Department of Education is currently seeking resources to build the infrastructure to support that model and to develop the psychometric formulas to compute the data. MN Statutes 122A.40 and 122A.41 say that districts "must use an agreed upon teacher value-added assessment model for the grade levels and subject areas for which value-added data are available." If the value-added

model is not “agreed-upon” or the data is “not available,” then the student learning and achievement component must use other growth measures for their evaluation.

Resources and Forms with Instructions

Individual Growth and Development Plan

NOTE: Refer to the handbook for descriptions about process and definitions of the terms used on this form. This form is completed by a teacher at the beginning of each three-year professional review cycle (or after a summative evaluation) and revised at least annually. The plan is reviewed by the peer reviewer(s) and assigned summative evaluator.

Opening Information
Use the first section to identify the teacher, school, date, peer reviewer(s), and assigned summative evaluator. Also indicate whether this form is a new plan or a revision of a previously approved plan. If this form is a revision, a teacher might attach a copy of the previously approved plan for reference.

A school or district may have multiple summative evaluators working as a team to coordinate and complete growth and evaluation activities. Each teacher should have one "assigned" summative evaluator identified on the Individual Growth and Development Plan. The "assigned" evaluator would be a contact for the teacher, should collect and maintain all evidence generated by activities, and completes the teacher's summative evaluation.

Areas to Consider
Enter a response to the guiding questions in this space. These questions are meant to frame the teacher's growth and development plan within the needs identified in previous formative and summative evaluations as well as current school and district goals and priorities. A plan is strongest when the area targeted for growth is also important within the context in which it will be used. For example, if the results of former evaluations highlighted "4.C.v. Understands the cultural and linguistic backgrounds of students, their families and the community" as an area for growth, but the teacher works in a homogenous environment, that element may not be the best area to target. However, that same element is critical and often is a school or district priority in communities around the state, so growth and development in that element would be wise.

Professional Growth Plan

"Goal Number"—if the teacher is selecting multiple goals, use this space to number the goals. If the teacher is writing one goal, enter "1" in the space provided.

"Performance Standard"—Enter the domain, indicator and element number(s) (example: 1.B.ii) that the teacher will focus on in this goal.

"Explanation"—Use this space to explain the selection of this performance standard and growth goal. A teacher would reference previous formative or summative evaluations and school district priorities in this space.

"Growth Goal"—Enter the individual growth goal. This goal should answer the question, "What will you learn and accomplish?" Examples of growth goals include

- I will learn about and apply differentiated instructional strategies for EL students;
- I will seek staff leadership opportunities and will chair a committee;
- I will improve my classroom management by observing master teachers and collaborating with my peer reviewer(s).
- I will regularly embed vocabulary instruction in every unit, including posting and using word walls.

"Activities, Resources Needed, Target Date"—Enter specific activities that the teacher will complete in order to reach the goal. If resources are needed – including the support of peers or other staff – identify them here. Finally, enter a target date for completion. The teacher is accountable to him/herself for engaging in the activities in this plan. Below this section is a focus question asking teacher's to hypothesize about the potential student impact if the plan is implemented with fidelity and the teacher achieves the goal.

Points of Contact with the Peer Reviewer(s) and Summative Evaluator

"Peer Reviewer(s)"—In order to support this plan, what points of contact is the teacher requesting from his peer reviewer(s)? That is, if the teacher's goal is based in the planning domain, then a peer reviewer agrees to give the teacher face-to-face, documented feedback on his instructional planning. A teacher has three annual points of contact with his peer reviewer(s). In this section, be specific about what each point of contact would be. The peer reviewer(s) "agrees" by signing the form, indicating that the peer reviewer(s) will complete these points of contact with the teacher.

Summative Evaluator—The same instructions apply to the summative evaluator(s), with the exception that the teacher may name a minimum of two points of contact.

Signatures and Dates
The teacher, peer reviewer(s) and summative evaluator sign and date this plan. Note the description above each signature space.

Individual Growth and Development Plan

Teacher: Click here to enter text.

School: Click here to enter text.

Date: Click here to enter text.

Peer Reviewer(s): Click here to enter text.

Summative Evaluator: Click here to enter text.

This plan is: ☐ a NEW Individual Growth and Development Plan or ☐ REVISIONS to an approved plan

AREAS TO CONSIDER

What areas for growth have you identified based on your summative evaluation, peer reviews, and self-assessment? Click here to enter text.
What are current district, school, and/or professional learning community priorities, goals, and activities? Click here to enter text.

PROFESSIONAL GROWTH GOAL AND PLAN

The Individual Growth and Development Plan must have at least one professional growth goal and supporting plan. Growth goals are based on the teacher's individual areas for growth and should support district, school, and/or professional learning community priorities, goals, and activities.

Add additional copies of this plan for each professional growth goal and plan.

Goal Number	Click here to enter text.
Performance Standard	Click here to enter text.
Explanation	Click here to enter text.
Growth Goal	Click here to enter text. *(Growth goals are based on teacher growth and teacher outcomes—What will you learn and accomplish?)*

Activities	Resources Needed *(Including Peer Support)*	Target Date Evidence of Completion
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

If you implement the activities and achieve the professional growth goal, what will be the impact on student learning and engagement?
Click here to enter text.

POINTS OF CONTACT WITH THE PEER REVIEWER(S) AND SUMMATIVE EVALUATOR

Peer Reviewer(s) *(Minimum 3 annual Points of Contact)*	Summative Evaluator *(Minimum 2 annual Points of Contact)*
What Points of Contact have been agreed to with the peer reviewer(s)? Click here to enter text. Click here to enter text. Click here to enter text.	What Points of Contact have been agreed to with the summative evaluator? Click here to enter text. Click here to enter text.

The teacher and a peer reviewer(s) will sign the Individual Growth and Development Plan to indicate that the professional growth goals and activities have been discussed and that the parties have agreed to the planned points of contact.

Teacher: _____ Date: _____

Peer Reviewer(s): _____ Date: _____

The summative evaluator will sign the Individual Growth and Development Plan to indicate that the parties have reviewed and agreed to the identified peer reviewer(s), professional growth goals and activities, and points of contact

Evaluator: _____ Date: _____

Student Learning Goals Documentation

Setting the Student Learning Goals (Completed by the Teacher)

Student Population: Describe the students to whom this goal applies.

The class goal is focused on most if not all of the students for whom a teacher is delivering content. A teachers who has multiple courses (preps) should select the course(s) that represents either (a) the largest group of students or (b) the most critical group to address.

Examples

U.S. history students

All visual art students

All fourth grade music students

All caseload students

The targeted need goal is focused on a specific subgroup of students who enter class at a low level of preparedness for the course content, materials or skills. A teacher may select all students at low level of preparedness or specific students within this group for this goal. This targeted population should share a common need to be addressed through focused instruction and a specific assessment.

Standards Addressed: Name the specific content or common core standards the teacher is addressing with this goal. Use both the title of the standard and the reference number.

Examples

The Practice of Science 5.1.1.1.1-4 & 5.1.1.2.1-3

Artistic Foundations 9.1.1.3.1-4

Communicate in Languages Other than English 1.1.

The class goal should address several standards; however, the targeted need goal should address the most important content and/or skill for the target population to be prepared for the course and/or grade level.

Interval of Instruction: Enter the amount of time that the teacher will be responsible for delivery of content before the assessment is administered. In many cases, this is the entire school year, though it could be a quarter, trimester or semester of instruction.

Example

First semester of 2014-15 school year, 7 months between NWEA MAP fall and spring tests, entire school year, etc.

Assessment(s) Used: The assessments used to measure student learning and achievement must a) be approved and b) establish mastery scores.

- Pre-approved or Evaluator-Approved: Check the box that applies to the teacher's assessment
- Mastery Scores: Enter the score (or range of scores) that would represent mastery on the assessment. For pre-approved assessments, the benchmarking standards are provided. Attach any scoring rubrics or guides to this form for peer/evaluator review.

  Examples

  On the attached 5-point performance rubric, a score of 1 represents no mastery or partial mastery, and 3 and above represents mastery.

  On the 50-point end-of-course exam, a score of 30 or below represents no mastery, 31-39 represents partial mastery and 40 and above represents mastery.

Student Starting Points: Using the beginning of course data the teacher has gathered, identify the number of students who are at each level of preparedness for the course content and rigor. The teacher must keep a record of the student names which may be shared with the evaluator but are not required for this form. For the class goal, a teacher enters the number of students who start the course highly prepared, prepared, and under prepared. For the targeted need goal, a teacher will describe the amount of growth needed from the targeted student population in order to achieve mastery of the targeted standard.

Student Learning Goal: Enter the expected performance of the student population on the assessment used. Consider the students' starting points and the benchmark for mastery. *This is the goal by which the teacher is evaluated in this process.* The teacher specifies the number of students who will be at mastery on the assessment.

Rationale for Student Learning Goal: This space allows the teacher to explain how the learning goal set for students is based on rigorous expectations for student learning and on student starting points. The teacher may speak directly to the three areas that the evaluator(s) will use to approve the goal--priority of content, quality of evidence, and rigor of goal. The teacher may elaborate on the context of the student population, the rationale behind the mastery scores, previous experiences with student learning goals, and how this goal has been adjusted based on past efforts. Finally, the teacher may mention the degree to which the goal was developed collaboratively with the teacher's professional learning community, peer reviewer(s), or other support.

Student Learning Goal Approval (Completed by the Evaluator)

EVALUATOR(S) Approval of Objective: An evaluator reviews the learning goal, looking for three key aspects--priority of content, quality of evidence, and rigor of goal. Should the evaluator find something unacceptable, specific instructions for revision of the learning goal and a timeline to revise the goal for review must be provided to the teacher. If the learning goal is acceptable, then the evaluator signs and dates the form.

Signatures and Dates: Following evaluator approval all parties sign and date the document.

The above activities are completed in the fall of each year. Evaluators should clearly articulate when this form is due. This form cannot be completed until student starting points are

established, so evaluators must allow room for teachers to complete that activity prior to writing a goal.

Results of Student Learning Goals (Completed by the Teacher)

The following activities are completed after the assessment has been administered and scored.

Results: The teacher records the results of the assessments by entering the number of students who have not mastered the content and mastered the content as measured by the chosen assessment for each goal.

Reflection: The teacher reflects on the results of the assessments and goals, offers context to what the scores may mean, considers possible changes to practice as a result of this data, and/or comments on instructional activities that contributed to these results. The intent here is to create space for a teacher to be a reflective practitioner and to use assessment data to inform future teacher practice.

Teachers are also prompted to state any changes to the student population during the interval of instruction. This information helps the evaluator(s) contextualize the original goal and the results of the assessment.

Scoring (Completed by the Evaluator)

Assigned EVALUATOR(S) Scoring: Using the stated and approved learning goals, the results of the assessments, and the rubric below, the evaluator rates the teacher for each goal.

Assigned EVALUATOR(S) Feedback: The evaluator uses this space to give feedback to the teacher.

Student Learning Goals Documentation

Teacher: Click here to enter text. School: Click here to enter text.

Grade/Subject Area: Click here to enter text.

Peer Reviewer(s): Click here to enter text.

Summative Evaluator: Click here to enter text.

Setting Student Learning Goals

Completed by the Teacher

CLASS GOAL

Student Population	Click here to enter text.
Standards Addressed	Click here to enter text.
Interval of Instruction	Click here to enter text.
Approved Assessment(s)	Click here to enter text. This assessment is: ☐ Pre-Approved or ☐ Evaluator Approved
Approved Mastery Scores	Mastery—Click here to enter text.

Student Starting Points	Highly Prepared Number of students = Click here to enter text. Percent of students = Click here to enter text.	Prepared Number of students = Click here to enter text. Percent of students = Click here to enter text.	Under Prepared Number of students = Click here to enter text. Percent of students = Click here to enter text.

Class Student Learning Goal

To be rated effective, students will achieve the following results on the approved assessment and mastery scores:

Class Student Learning Goal	Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.	Non-Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.

Rationale for Class SLG	Click here to enter text.

TARGETED NEED GOAL

Target Population	Click here to enter text.
Targeted Standards	Click here to enter text.
Interval of Instruction	Click here to enter text.
Approved Assessment(s)	Click here to enter text. This assessment is: ☐ Pre-Approved or ☐ Evaluator Approved
Approved Mastery Scores	Mastery—Click here to enter text.

Targeted Need Student Learning Goal

To be rated effective, targeted students will achieve the following results on the approved assessment and mastery scores.

Targeted Need Student Learning Goal	Non-Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.	Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.

Rationale for Targeted Need SLG	Click here to enter text.

Student Learning Goal Approval

Completed by the Summative Evaluator

Approval of Student Learning Goals

Class Goal

Priority of Content	☐ Acceptable	☐ Unacceptable
Quality of Assessment	☐ Acceptable	☐ Unacceptable
Rigor of Goal	☐ Acceptable	☐ Unacceptable

Evaluator Feedback: Click here to enter text.

Targeted Need Goal

Priority of Content	☐ Acceptable	☐ Unacceptable
Quality of Assessment	☐ Acceptable	☐ Unacceptable
Rigor of Goal	☐ Acceptable	☐ Unacceptable

Evaluator Feedback: Click here to enter text.

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the class and targeted need goals have been reviewed and agreed to.

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

AFTER TRACKING PROGRESS AND REFINING INSTRUCTION

Results of Student Learning Goals

Completed by the Teacher

CLASS GOAL

Students achieved the following results on the approved assessment and mastery scores:

Results	Non-Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.	Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.

Reflection	Click here to enter text.

TARGETED NEED GOAL

Targeted students achieved the following results on the approved assessment and mastery scores

Results	Non-Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.	Mastery Number of students = Click here to enter text. Percent of students = Click here to enter text.

Reflection	Click here to enter text.

Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your class goal and/or targeted need goal?

Click here to enter text.

Scoring

Completed by the Summative Evaluator

	Exemplary	Effective	Development Needed	Unsatisfactory
Class Goal	The teacher has surpassed expectations described in the SLG. All highly prepared and prepared students achieved content mastery. Most of the under prepared students achieve mastery.	The teacher has met the expectation described in the SLG. All highly prepared students and almost all prepared students achieved content mastery. Many under prepared students achieved mastery.	The teacher has not fully met the expectation described in the SLG. Most highly prepared and prepared students achieved content mastery. Few under prepared students achieved mastery.	The teacher has not met the expectation described in the SLG. Few or no students achieved content mastery.
Targeted Need Goal	The teacher has surpassed expectations described in the SLG and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the SLG and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the SLG, but has still demonstrated some impact on student learning.	The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

Class Goal

☐ Exemplary
☐ Effective
☐ Development Needed
☐ Unsatisfactory

Targeted Need Goal

☐ Exemplary
☐ Effective
☐ Development Needed
☐ Unsatisfactory

Evaluator Feedback: Click here to enter text.

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the results and scoring have been reviewed.

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

Points of Contact Documentation

NOTE: Refer to the handbook for descriptions about process and definitions of the terms used on this form. This form is completed by a summative evaluator or peer reviewer.

Points of Contact Activity
Use the checkboxes to identify a) which activity is being documented, b) who defined this point of contact, and c) who conducted the point of contact.

Evidence Gathered (artifacts, observations, discussions)
Use the space provided to document overall evidence gathered from this point of contact.

Teacher Practice

Areas of Strength from Evidence
Use this space to document areas of strength from evidence. Summative evaluators or reviewers must tie this feedback to specific domains, indicators, and elements from the Performance Standards. For example, a summative evaluator or reviewer may write, "1.A.i-iii --> this lesson clearly articulated learning targets and content knowledge" or "4.B.i-iii --> the PLC meeting you facilitated modeled professional growth. Your team demonstrated a culture of continuous learning."

Areas of Growth from Evidence
Use this space to document areas of growth from evidence. As described above, summative evaluators or peer reviewers connect the feedback to specific performance standards. For example, a a summative evaluator or peer reviewer may write, "1.A.iv--The lesson does not refer to student data used to inform planning" or "3.A.i-ii--Learning targets are posted but not embedded in lesson."

Student Impact

Summative Evaluator Feedback Specific to Student Learning and Engagement
Use this space to document your observations of the impact the teacher's practice regarding student learning and engagement. This documentation could include specific, observed behaviors of students or reflections on potential student impact from observed teacher behaviors. Below are some sentence stems that may be used in this section.

- Students learned best when…
- Student learning may have been better if…
- Students were engaged when…
- Students were disengaged when…
- Students were able/unable to explain the learning outcome.

Signatures and Dates

Summative evaluators and teachers sign and date the first box, confirming that the evidence has been shared and discussed. If the point of contact was conducted by a peer reviewer, the second box is used.

Point of Contact Documentation

Teacher: Click here to enter text.
Summative Evaluator or Peer Reviewer: Click here to enter text.
School: Click here to enter text.
Date: Click here to enter text.

What was this point of contact activity? *(Check only what applies to this activity)*	Teacher Defined	Evaluator Defined
☐ Formal Observation Cycle	☐	☐
☐ Extended Classroom Observation	☐	☐
☐ Series of Informal Classroom Observations	☐	☐
☐ Planning Conference	☐	☐
☐ Post-Lesson Conference	☐	☐
☐ Curriculum Review	☐	☐
☐ Review of Student Survey Data	☐	☐
☐ Review of Student Learning Data	☐	☐
☐ Video Lesson Review	☐	☐
☐ Professionalism Obs/Conf	☐	☐

EVIDENCE GATHERED (ARTIFACTS, OBSERVATIONS, DISCUSSIONS) *(If this form is documenting a full observation cycle, then evidence is documented from the planning conference, extended classroom observation, and post-lesson conference.)*
Click here to enter text.

Teacher Practice

AREAS OF STRENGTH FROM EVIDENCE *(Tied to Performance Standards and/or individual growth plan)* *(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)*
Click here to enter text.
AREAS FOR GROWTH FROM EVIDENCE *(Tied to performance standards and/or individual growth plan)* *(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)*
Click here to enter text.

Student Impact

SUMMATIVE EVALUATOR FEEDBACK SPECIFIC TO STUDENT LEARNING AND STUDENT ENGAGEMENT *(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)*

SUMMATIVE EVALUATOR FEEDBACK SPECIFIC TO STUDENT LEARNING AND STUDENT ENGAGEMENT *(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)*
Click here to enter text.

Note: Only one pair of signatures is required below, depending on whether the summative evaluator or peer reviewer conducted the Point of Contact.

The teacher and summative evaluator will sign the Point of Contact Documentation to indicate that the evidence and feedback have been shared and discussed. Both the teacher and summative evaluator retain copies.

Summative Evaluator: _____ Date: _____

Teacher: _____ Date: _____

The teacher and peer reviewer will sign the Point of Contact Documentation to indicate that the evidence and feedback have been shared and discussed. The teacher retains the form.

Summative Evaluator: _____ Date: _____

Peer Reviewer: _____ Date: _____

Teacher Planning Conference Questionnaire *(Optional)*

Teacher: Click here to enter text.
Summative Evaluator or Peer Reviewer: Click here to enter text.
School: Click here to enter text.
Date: Click here to enter text.

POINT OF CONTACT ACTIVITY
This planning conference is: ☐ teacher defined or ☐ summative evaluator defined. This planning conference is conducted by the: ☐ summative evaluator or ☐ peer reviewer(s).

LEARNING TARGETS
1. What are the targets for student learning for this lesson? What should students know or be able to do as a result of the lesson? *(In the event that students are working on individual objectives, choose two or three students and provide their objectives.)* (1A) Click here to enter text.
2. How are the learning targets aligned with state curriculum standards? (1A) Click here to enter text.
3. What specific student data have been gathered in relation to the learning targets? (1A, 3C) Click here to enter text. How has that information been used in the design of this lesson? (1A, 1C) Click here to enter text.

ASSESSMENT
4. Identify specific assessment data to be used in determining if students accomplished the expected learning targets for the lesson. (1C, 3C) Click here to enter text. Why was this method of assessment selected? (1C, 3C) Click here to enter text.

INSTRUCTIONAL STRATEGIES AND ACTIVITIES
5. What teaching strategies will be used to teach this lesson? What resources will be utilized? (1B, 3B) Click here to enter text. Why were these strategies and resources chosen? (1A, 1B) Click here to enter text.

CONNECTING LEARNING

CONNECTING LEARNING
6. In what ways does this lesson build on previous lessons? (1A, 1B) Click here to enter text.
7. Describe the connections between this lesson and future lessons. (1A, 1B) Click here to enter text. How will the students' retention and ongoing application of learning from this lesson be determined? (1C, 3C) Click here to enter text.

OBSERVATION INFORMATION
8. Explain any special situations or circumstances of which the observer might need to be aware. Click here to enter text.
9. In addition to general feedback the observer will provide based on the observation cycle, what other specific feedback from the process is desired? Click here to enter text.

Planning Conference Probing Questions *(Optional)*

The planning conference point of contact activity is meant to be an opportunity for a teacher to talk about planning practices, discuss a lesson that will be observed, and/or reflect on a lesson plan. The conference also generates evidence of a teacher's planning practices for summative evaluators and peer reviewers. Asking good probing questions is important when facilitating reflection and when seeking evidence. The following questions, aligned with the Teacher Planning Questionnaire, can be used by teachers when planning, by teachers when preparing for a planning conference, and by summative evaluators and peer reviewers when facilitating a planning conference with a teacher.

1. What are the student learning targets for this lesson? What should students to know or be able to do as a result of the lesson? (In the event that students are working on individual objectives, choose two or three students and provide their objectives.)

- What are the habits or skills being developed? How are they connected?
- Why were these targets chosen?
- Where are you in relation to presenting this—initial content or mastery?
- How will the learning targets be communicated to the students?
- How is the learning being segmented?
- How much time is to be spent on these targets?

2. How are the learning targets aligned with state curriculum standards?

- How do this lesson's targets support standards in other content areas?

3. What specific student data has been gathered about the students in relation to the learning targets?

- How will familiarity with students' background knowledge, skill levels, experiences, and cultural resources be established?
- What kind of background do the students need to have for this lesson?
- What sources of student data will be used to determine student performance levels?
- How do you become familiar with students' background knowledge, skill levels, experiences, and cultural resources?
- Why are these concepts and habits appropriate to the students' learning needs?

How has that information been used in the design of this lesson?

- What difficulties or misunderstandings might students have, and are the plans in place to deal with them?
- What are some methods that will be used to make the learning relevant to students?

4. How will you know students accomplished the expected learning targets for the lesson? Identify specific assessment data.

- How will students make their learning public?
- How will feedback be provided to the students?
- How will the students be assessed by both the teacher and by the students themselves?

- How will accomplishment be recognized?
- Where have you built in time for student reflection and self-assessment in your lesson?
- What are some of the questions students will be asked during the lesson?
- Will the students be expected to respond to questions—individually or as a whole class?
- What will be done to ensure that all students are called on to respond?
- Does the lesson include opportunities for students to generate questions that would encourage them to think?

Why was this method of assessment selected?

- What research supports this method of assessment?

5. What teaching strategies will be used to teach this lesson? What resources will be utilized?

- How will clear expectations for the students' learning be modeled or explained?
- How will each activity promote rigorous thinking?
- How will each activity apprentice students in using intended concepts and habits?
- How will students be grouped for learning? How is the grouping related to the intended concepts and habits?
- How will the students be engaged in talk that is academic?
- How will differentiated assistance be provided to individual students—struggling students as well as those needing an extra challenge?
- What indicators will be used to determine when to move from one activity to the next?
- Does the lesson contain parts designed to invoke curiosity, exploration, and discovery?
- Are there elements of this lesson that will motivate students to be life-long learners?
- Will visual aides be used to help enhance student understanding?
- Choose one activity and talk about the way you plan on presenting this to your students.
- Where in the lesson will internal summaries occur, and what internal summaries will be used?

Why did you choose these strategies and resources?

- What research supports this lesson design?

6. In what ways does this lesson build on previous lessons?

- How will what the students are going to learn in this lesson connect with what they have previously learned?

7. Describe the connections between this lesson and future lessons.

How will the students' retention and ongoing application of learning from this lesson be determined?

8. Explain any special situations or circumstances of which the observer might need to be aware.

- How are students reinforced and rewarded?

- How will transitions from one part of the lesson to the next be used?
- Is there anything I can help you with before the lesson?
- How will district and school resources be accessed and used to enhance student learning?

9. In addition to general feedback the observer will provide based on the observation cycle, what other specific feedback is desired?

- In what ways have the Individual Growth and Development Plan goals been considered in planning this lesson?
- How are you enhancing your own professional growth?

Observation Notes Form *(Optional)*

[TO BE DEVELOPED]

Teacher Post-Lesson Conference Questionnaire *(Optional)*

Teacher: Click here to enter text.
Summative Evaluator or Peer Reviewer: Click here to enter text.
School: Click here to enter text.
Date: Click here to enter text.

POINT OF CONTACT ACTIVITY
This post-lesson conference is: ☐ teacher defined or ☐ summative evaluator defined. This post-lesson conference is conducted by the: ☐ summative evaluator or ☐ peer reviewer(s).

INITIAL THOUGHTS
1. Compare and contrast the lesson as planned to the actual events observed. (4A) Click here to enter text.

STUDENT LEARNING AND LESSON OUTCOMES
2. Were your planned assessment strategies useful in providing evidence of student learning during the lesson? (1C, 3C) Click here to enter text. To what extent did students achieve the learning targets of the lesson? Provide data that you used to determine student achievement. (3C) Click here to enter text.

LESSON REFLECTIONS AND NEXT STEPS
3. If you were to teach this lesson again to these students, what would you do the same? What would you do differently? (3C, 4A) Click here to enter text.
4. How will you use students' performances in the lesson observed as you plan the next steps for these students and their learning? (1A, 3C) Click here to enter text.
5. As you reflect over this lesson and your work this year, what ideas or insights are you discovering about your teaching? Think speicifcally about your Inidividual Growth and Development Plan. (4A, 4B) Click here to enter text.

Post-Lesson Conferencing Form *(Optional)*

[TO BE DEVELOPED]

Self-Assessment and Peer Review Annual Summary

The Self-Assessment and Peer Review Form is completed annually in two parts.

Part One
Teachers should review evidence of practice, evidence of student impact, and evidence of implementation of the Individual Growth and Development Plan in order to self-assess areas of strength, areas for growth, impact on students, and continuous development. Conclusions and reflections for each area should be recorded in the first row.

Areas of teacher practice should refer directly to specific domains, indicators, and elements from the Performance Standards for Teacher Practice. For example, a teacher or peer reviewer may write, “1.A.i-iii—I have clearly articulated learning targets and content knowledge by planning using the online lesson form provided by the district” or “4.B.i-iii—In our grade-level PLC I have facilitated weekly meetings. Our team demonstrated a culture of continuous learning.”

Reflections on student impact should be based on evidence from assessments and from student engagement survey data.

Part Two
Teachers and peer reviewers should review evidence as well as the teachers’ self-assessment and reflections collaboratively. A summary of the review and coaching conversation for each area should be recorded in the second row. Signatures and any notes to the assigned summative evaluator should be added at the conclusion of the coaching conversation.

Peer reviewers should submit the completed and signed form to the assigned summative evaluator. The summative evaluator should review the self-assessment as well as peer review results and notes, add his or her signature, and retain the summary as evidence to be integrated into the summative evaluation.

Evidence of practice, evidence of student impact, and evidence of implementation of the Individual Growth and Development Plan may be organized in a portfolio. The portfolio is an option for teachers.

Reflections may be utilized as the reflective statement of professional accomplishment and the teacher's own assessment of professional growth required for re-licensure.

Self-Assessment and Peer Review Annual Summary

Teacher: Click here to enter text.
School: Click here to enter text.
Peer Reviewer(s): Click here to enter text.
Summative Evaluator: Click here to enter text.
Date of Self-Assessment: Click here to enter text.
Date of Peer Review: Click here to enter text.

Teacher Practice

AREAS OF STRENGTH FROM EVIDENCE *(Tied to Performance Standards)*	AREAS FOR GROWTH FROM EVIDENCE *(Tied to Performance Standards)*
Self-Assessment: Click here to enter text.	Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.	Peer Review: Click here to enter text.

Student Impact

REFLECTIONS SPECIFIC TO STUDENT LEARNING *(Tied to value-added data and results of student learning goals)*	REFLECTIONS SPECIFIC TO STUDENT ENGAGEMENT *(Tied to longitudinal data on student engagement)*
Self-Assessment: Click here to enter text.	Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.	Peer Review: Click here to enter text.

Continuous Growth, Development, and Collaboration

SUMMARY OF IMPLEMENTATION OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN *(Tied to activities in the plan)*
Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.

REFLECTIONS ON RESULTS OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN *(Tied to evidence of growth in teacher practice and of student impact from the plan)*
Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.

The teacher and a peer reviewer(s) will sign the Self-Assessment and Peer Review Annual Summary Form to indicate that the evidence and feedback have been discussed, and accurately and completely summarized.

Teacher: _____	Date: _____
Peer Reviewer(s): _____	Date: _____

The evaluator will sign the Self-Assessment and Peer Review Annual Summary Form to indicate that the results have been shared.

Summative Evaluator: _____	Date: _____

Summative Evaluation

NOTE: Refer to the handbook for descriptions about process and definitions of the terms used on this form. This form is completed by the assigned summative evaluator.

The following performance levels and numerical values are used to complete the Summative Evaluation Form:

Performance Rating: Exemplary
Numerical Value: 4
Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor for colleagues.

Performance Rating: Effective
Numerical Value: 3
Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

Performance Rating: Development Needed
Numerical Value: 2
Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected.

Performance Rating: Unsatisfactory
Numerical Value: 1
Evidence of performance that is consistently below standards exists. Assistance and significant improvement are required.

Component One—Teacher Practice

See page 29 for the process for determining the component rating for teacher practice.

1. Enter the performance level for each domain.
2. Combine the performance levels for the four domains to determine and record a component rating for the teacher practice component.
3. Add comments that clarify the evidence used to determine performance levels for domains and the rationale for the component rating.

Component Two—Student Engagement

Student Survey Evidence
Enter the performance level using the process on page 32.

Other Evidence of Student Engagement
Enter the performance level using the process on page 32.

Component Rating for Student Engagement
Combine the two performance levels to calculate one component rating for the student engagement component.

1. Multiply each of the numerical values in column one by the corresponding weight in column two. Enter the each product in column three.
2. Calculate the score by adding the two products in column three and record.
3. Use the score to determine the component rating for the student engagement component based on the scale below. Record the component rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Add comments that clarify the evidence used to determine performance levels for domains and the rationale for the component rating.

Component Three—Student Learning and Achievement

For each year of the three-year professional review cycle, calculate a performance rating using the process on page 40.

1. Identify the appropriate teacher group for the teacher based on the descriptions on page 37.
2. Record the numerical values for the appropriate performance level ratings based on teacher's identified group in column one.
3. Record the weights for the evidence sources based on the teacher's identified group in column two. (note that in the chart below, the weights are expressed as percentages of the component rating and not of the total evaluation)

Group 1 Teachers	*Group 2 Teachers*	*Group 3 Teachers*
Teacher Value-Added—86% of component rating	Shared Performance Goal--14% of component rating	Shared Performance Goal--14% of component rating
Shared Performance Goal--14% of component rating	Teacher Value-Added--57% of component rating	Class Student Learning Goal--57% of component rating
	Student Learning Goal--29% of component rating *(May be either a class or a targeted need student learning goal.)*	Targeted Need Student Learning Goal--29% of component rating

4. Multiply each of the numerical values in column one by the corresponding weight in column two. Enter each product in column three.
5. Calculate the score by adding the products in column three and record.

6. Use the score to determine the component rating for the student engagement component based on the scale below. Record the component rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Component Rating for Student Learning and Achievement
Combine the performance levels from each year of the review cycle to calculate one component rating for the student learning and achievement component.

Use the average of the three years' ratings to determine the component rating for the student learning and achievement component based on the scale below. Record the component rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Add comments if needed.

Final Performance Rating

See page 46 for the process for determining final performance rating for the summative evaluation.

1. Transfer the numerical values for the component ratings from the above sections into column one.
2. Multiply each of the numerical values in column one by the corresponding weight in column two. Enter the each product in column three.
3. Calculate the summative score by adding the three products in column three and record.
4. Use the summative score to determine the final performance rating based on the scale below. Record the final performance rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Identify key strengths and areas for development based on the cumulative evidence and the summative evaluation process. Add additional comments as needed.

Summative Evaluation

Teacher: Click here to enter text.
School: Click here to enter text.
Summative Evaluator: Click here to enter text.
Date of Summative Evaluation: Click here to enter text.

Component One—Teacher Practice

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Teacher Practice Component Rating: Click here to enter text.
Comments: Click here to enter text.

Component Two—Student Engagement

Evidence Type	Performance Level *Column 1*	Weight *Column 2*	Product *Column 3*
Student Survey Evidence	**Click here to enter text.**	.75	**Click here to enter text.**
Other Evidence for Student Engagement	**Click here to enter text.**	.15	**Click here to enter text.**

SCORE (sum of column 3): Click here to enter text.

Student Engagement Component Rating: Click here to enter text.
Comments: Click here to enter text.

Component Three—Student Learning and Achievement

YEAR ONE RESULTS

Teacher Group: ☐ Group One ☐ Group Two ☐ Group Three

Evidence Source	Performance Level *Column 1*	Weight *Column 2*	*Column 3*
Teacher Value-Added	Click here to enter text.	Click here to enter text.	Click here to enter text.
Shared Performance Goal	Click here to enter text.	.14	Click here to enter text.

Evidence Source	Performance Level *Column 1*	Weight *Column 2*	*Column 3*
Class Student Learning Goal	Click here to enter text.	Click here to enter text.	Click here to enter text.
Targeted Need Student Learning Goal	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: Click here to enter text.

Performance Level—Year One: Click here to enter text.

YEAR TWO RESULTS

Teacher Group: ☐ Group One ☐ Group Two ☐ Group Three

Evidence Source	Performance Level *Column 1*	Weight *Column 2*	*Column 3*
Teacher Value-Added	Click here to enter text.	Click here to enter text.	Click here to enter text.
Shared Performance Goal	Click here to enter text.	.14	Click here to enter text.
Class Student Learning Goal	Click here to enter text.	Click here to enter text.	Click here to enter text.
Targeted Need Student Learning Goal	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: Click here to enter text.

Performance Level—Year Two: Click here to enter text.

YEAR THREE RESULTS

Teacher Group: ☐ Group One ☐ Group Two ☐ Group Three

Evidence Source	Performance Level *Column 1*	Weight *Column 2*	*Column 3*
Teacher Value-Added	Click here to enter text.	Click here to enter text.	Click here to enter text.
Shared Performance Goal	Click here to enter text.	.14	Click here to enter text.
Class Student Learning Goal	Click here to enter text.	Click here to enter text.	Click here to enter text.
Targeted Need Student Learning Goal	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: Click here to enter text.

Performance Level—Year Three: Click here to enter text.

AVERAGE of three years' ratings: Click here to enter text.

Student Learning and Achievement Component Rating: Click here to enter text.

Student Learning and Achievement Component Rating: Click here to enter text.
Comments: Click here to enter text.

FINAL PERFORMANCE RATING

Model Components	Performance Level *Column 1*	Component Weight *Column 2*	Product *Column 3*
Teacher Practice Component	Click here to enter text.	.45	Click here to enter text.
Student Engagement Component	Click here to enter text.	.20	Click here to enter text.
Student Learning and Achievement Component	Click here to enter text.	.35	Click here to enter text.

Summative Score (sum of column 3): Click here to enter text.

Final Performance Rating	Click here to enter text.

Key Strengths: Click here to enter text.
Priority Areas for Development: Click here to enter text.
Additional Comments: Click here to enter text.

The assigned summative evaluator and teacher sign and date in the space below.

Summative Evaluator: _____ Date: _____

Teacher: _____ Date: _____

Sample Appeals Process

A teacher appeals process provides an avenue for a teacher to dispute a rating from a summative evaluator, while allowing Model activities to continue without delay. A process for appeals is not required in Minnesota statutes. Local appeals processes may be established through joint agreement between the school board and the exclusive representative of the teachers. The following appeals process is offered as a framework for consideration.

An appeals committee will be established. The committee is comprised of four people--two appointed by the Exclusive Representative and two appointed by the Superintendent. This appeals committee shall hear the concerns from the teacher and examine the evidence and conclusions from the summative evaluator(s). All members of the committee should be trained in the evaluation process. Individual members of the committee must recuse themselves from cases where they have a conflict of interest.

A teacher may use the appeals process by (1) notifying the appeals committee in writing of the intent to appeal within ten calendar days of receiving the disputed rating and (2) submitting in writing the appeal within 30 calendar days of receiving the disputed rating. The teacher must also submit a copy of the appeal to his or her principal or supervisor. In the appeal, the teacher states the factual basis for the appeal and identifies the evidence to support the appeal.

Within ten calendar days of receiving the notice of intent to appeal, the summative evaluator shares all pertinent evidence used to determine the disputed rating. Pertinent evidence may include (1) the documents and materials submitted by the teacher to the summative evaluator as evidence of teacher practice and student engagement, (2) the summative evaluator's feedback from points of contact, (3) data from student engagement surveys and student achievement assessments if applicable, or (4) evidence of student learning goals and results of student learning goals if applicable.

Within 20 calendar days of submission of the appeal, the appeals committee must consider the appeal, review the evidence supporting the rating, and either (1) respond in writing to the appeal with a ruling or (2) request additional information in writing from an interview and/or a classroom observation.

Appeals Committee Ruling

The appeals committee may uphold or overturn the rating in response to the teacher's appeal. The appeals committee overturns the rating if three of its members conclude that the rating under review is erroneous. An appeals committee may consider a summative evaluator's failure to follow protocols or timelines established in the Model in their decision. If the appeals committee determines by majority vote that the teacher's appeal is to be granted, the Board shall revoke the rating under appeal and issue the teacher an appropriate rating. A different qualified and trained summative evaluator should be considered by the committee for the teacher during the next school year.

Interview

If the appeals committee determines the evidence supporting the rating to be insufficient to make a ruling on the appeal, then the committee may schedule an interview with the teacher and with the summative evaluator(s) who assigned the rating and/or contributed evidence from classroom observations. The interview takes place within 10 calendar days of its written request for an interview.

Classroom Observation

After reviewing the evidence supporting the rating, the appeals committee may determine that an extended classroom observation (as defined as a point of contact) of the teacher will take place to assist the committee in its determination. If an extended classroom observation is requested, the appeals committee must meet with the teacher within 10 calendar days of its written request to schedule the observation. The appeals committee members must conduct the extended classroom observation.

If additional information was requested, the appeals committee must issue its ruling in writing within 20 calendar days of that request. After a review of the ratings and evidence supporting the ratings, any interview with the teacher and summative evaluator, and any extended classroom observation, and following deliberation, the ruling should be reached as outlined above.

Table 8 outlines the key events in the appeals process.

Deadline	Process Event
Within 10 calendar days of receiving the disputed rating	Teacher must notify appeals committee of the intent to appeal.
Within 10 calendar days of submission of the intent to appeal	Summative evaluator(s) share all evidence used to determine the disputed rating with the teacher.
Within 10 calendar days of receiving evidence and rating from summative evaluator	Teacher must submit the appeal identifying the factual basis for the appeal and identifies the evidence to support the appeal
Within 20 calendar days of submission of the appeal	The appeals committee must respond to the appeal with a ruling. *OR* The appeals committee must respond to the appeal with a request for additional information. If an interview with the teacher and summative evaluator is requested, the interview must be conducted within 10 calendar days of the request and conducted by the appeals committee If a classroom observation is conducted, a meeting with the teacher to schedule the observation must be conducted within 10 calendar days of the request and conducted by the appeals committee If additional information was requested, the appeals committee must respond to the appeal with a ruling within 20 calendar

Deadline	Process Event
	days of the request for additional information.

Table 8: Key Events and Appeals Process Time Line

An appeal does not delay any activities in the Model, including the commencement of the teacher improvement process for the teacher appealing a rating.