

Professional
Growth,
Reflection and
Evaluation Plan

2017-2020

Waconia Public Schools

TABLE OF CONTENTS

Professional Growth, Reflection and Evaluation Plan 2
 Statement of Philosophy
 Purpose of the Plan
 District 110 Model

McREL Teacher Evaluation System 3

McREL Professional Teaching Standards 6

McREL Performance Rating Scale 7

Teacher Portfolio/E-folio 9

Student Learning Goal (SLG) (35%)..... 11

Student Learning Goals – Implementation Plan 13

Summative Evaluation Worksheet for Continuing Contract Teachers 15

Teacher Improvement Process for Continuing Contract Teachers 16
 Overview
 Improvement Process

Appendix. 22
 A. Glossary
 B. Student Learning Goal
 C. Student Learning Goal Rubric
 D. Preparing for the Year-End Reflection and Post-Conference Meeting
 E. Student Engagement
 F. Teacher Improvement Plan
 G. Outcome of Teacher Improvement Process
 H. Pre-Observation Form
 I. Post-Observation Form

PROFESSIONAL GROWTH, REFLECTION AND EVALUATION PLAN

Statement of Philosophy

Waconia Public Schools are committed to developing the highest quality, most engaging, and professional educators. Education professionals will possess the skills necessary to enhance the 21st century learning our students will need to be successful, as well as maximize both academic achievement and educational opportunities. Waconia's professionals will be able to collaborate with their colleagues and share effective and relevant strategies, while maintaining professional communications with students, parents, and members of our community.

Purposes of the District 110 Teacher Professional Growth, Reflection, and Evaluation Plan

1. Measure the performance and growth of individual teachers.
2. Guide teachers as they reflect upon their effectiveness.
3. Serve as the basis for instructional support and improvement.
4. Guide school and district professional development programs for teachers.

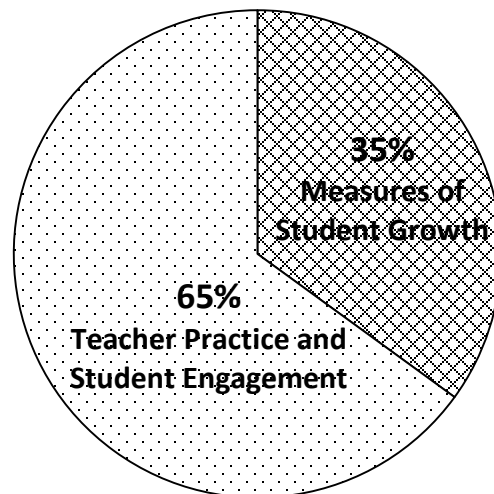
District 110 Model

Components of the 65%:

1. McREL Teacher Evaluation System
 - Including elements of student engagement
2. Teacher Portfolio/E-folio (optional)

Component of the 35%:

1. Student Learning Goal (SLG)



McREL TEACHER EVALUATION SYSTEM

McREL's Teacher Evaluation System is designed to (1) assess a teacher's performance as it relates to the Professional Teaching Standards, and (2) serve as the basis for developing a professional growth plan. The evaluator conducts the evaluation process, in which the teacher actively participates, through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstrations(s).

Components

Component 1: Training

Before participating in the evaluation process, all teachers and evaluators must complete training on the evaluation process.

Component 2: Orientation

By September 15, the evaluator should provide the teacher with a copy of or directions for obtaining access to:

- The Teacher Evaluation Rubric
- A schedule for completing all the components of the evaluation process

Component 3: Teacher Self-Assessment

Using the Teacher Evaluation Rubric, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the evaluator should meet with the teacher to discuss the teacher's self-assessment based on the Teacher Evaluation Rubric, the teacher's Student Learning Goal (if a continuing contract teacher), and the lesson(s) to be observed. The teacher will provide the evaluator with a written description of the lesson(s). The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

A formal observation should last approximately 45 minutes or an entire class period. During observations, the evaluator should note the teacher's performance in relationship to the applicable standards on the Teacher Evaluation Rubric.

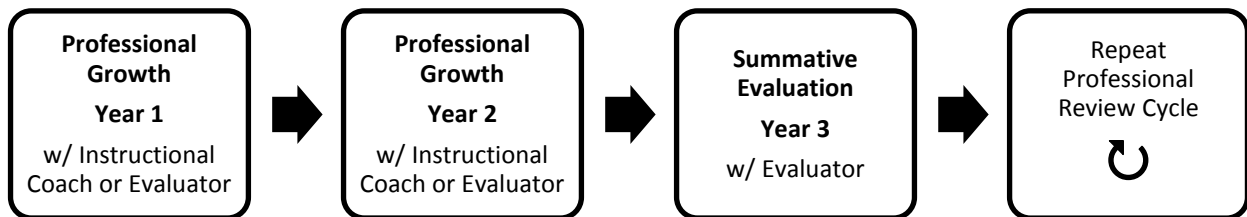
McREL TEACHER EVALUATION SYSTEM

A. Probationary (Non-tenured Teachers)

1. The evaluator will conduct at least three formal evaluations of all probationary teachers.

B. Continuing Contract (Tenured Teachers)

1. Continuing contract teachers will be evaluated annually within a three-year professional review cycle including:
 - One summative evaluation to be completed by an evaluator
 - Two evaluations to be completed in collaboration with an instructional coach or evaluator
2. During the year in which a continuing contract teacher participates in a summative evaluation, the evaluator should conduct at least three points of contact, including at least one observation in the instructional setting.



Component 6: Post-Observation Conference

The evaluator should conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the evaluator and teacher discuss and document on the rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 7: Summary Evaluation Activities

A. Continuing Contract Teachers in Professional Growth Years 1 or 2

1. Continuing contract teachers in Years 1 or 2 (not in a summative evaluation year) will meet with their assigned instructional coach/evaluator prior to the end of the school year to review and sign an Instructional Coaching Meeting Log Form. Original forms will be provided to the Human Resources Department for filing in the teacher's personnel file.

McREL TEACHER EVALUATION SYSTEM

2. The evaluator and teacher shall meet to discuss the teacher's self-assessment, the teacher's most recent Student Learning Goal (if a continuing contract teacher), the components of McREL's Teacher Evaluation System completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Teacher Evaluation Rubric, and the completed Teacher Summary Evaluation Rating Form. The teacher will be provided with the opportunity to add comments to the Teacher Summary Evaluation Rating Form.

B. Continuing Contract Teachers in Summative Year 3

1. Prior to the end of the school year and in accordance with district timelines, the evaluator should complete a Summary Evaluation Rating Form for the teacher.
2. The evaluator will:
 - a. Give a rating for each element in the Teacher Evaluation Rubric;
 - b. Make a written comment on any element marked Not Demonstrated;
 - c. Give an overall rating of each standard in the Teacher Evaluation Rubric;
 - d. Share (electronically or via hard copy) the completed Teacher Summary Rating Form with the teacher; and
 - e. Secure the teacher's signature on the Teacher Summary Evaluation Rating Form.

The evaluator and teacher shall meet to discuss the teacher's self-assessment, the teacher's most recent Student Learning Goal (if a continuing contract teacher), the components of McREL's Teacher Evaluation System completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Teacher Evaluation Rubric, and the completed Teacher Summary Evaluation Rating Form. The teacher will be provided with the opportunity to add comments to the Teacher Summary Evaluation Rating Form.

McREL PROFESSIONAL TEACHING STANDARDS

STANDARD I: Teachers demonstrate leadership
A. Leads in the classroom.
B. Leads in the school.
C. Leads the teaching profession.
D. Advocates for the school and students.
E. Demonstrates high ethical standards.
STANDARD II: Teachers establish a respectful environment for a diverse population
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible.
B. Embraces diversity in the school community and in the world.
C. Treats students as individuals.
D. Adapts teaching for the benefit of students with special needs.
E. Works collaboratively with families and significant adults in the lives of their students.
STANDARD III: Teachers know the content they teach
A. Aligns instruction with the state standards and district approved curriculum.
B. Knows the content appropriate to the teaching specialty.
C. Recognizes the interconnectedness of content areas/disciplines.
D. Makes instruction relevant to students.
STANDARD IV: Teachers facilitate learning for the students
A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.
B. Plans instruction appropriate for students.
C. Uses a variety of instructional methods.
D. Integrates and utilizes technology in instruction.
E. Helps students develop critical thinking and problem-solving skills.
F. Helps students work in teams and develop leadership qualities.
G. Communicates effectively.
H. Uses a variety of methods to assess what each student has learned.
STANDARD V: Teachers reflect on their own practice
A. Analyzes student learning.
B. Links professional growth to professional goals.
C. Functions effectively in a complex, dynamic environment.

McREL PERFORMANCE RATING SCALE

Teacher performance on the McREL rubric will be noted using the following rating scale:

Developing: Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

Proficient: Teacher demonstrated basic competence on standard(s) of performance.

Accomplished: Teacher exceeded basic competence on standard(s) of performance most of the time.

Distinguished: Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

Not Demonstrated: Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance (see note).

Note: If the Not Demonstrated rating is used, the evaluator must comment about why it was used.

TEACHER PORTFOLIO/E-FOLIO (Optional)

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

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 observable or collected through the observation process, so a portfolio is a teacher's opportunity to share that evidence with the evaluator. A teacher choosing to submit a portfolio should align the evidence collected with the Professional Teaching Standards of the McREL Teacher Evaluation Rubric.

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
- 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
- Room tours (e.g., what public messages are posted, what values are revealed)
- Student and parent survey data
- Assessment samples
- Grade books and similar artifacts

- 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 an 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.”

NOTE:

- Examples of E-folios can be made available upon request
- A teacher portfolio or E-folio may also be used as evidence of reflection and professional growth consistent with teacher re-licensure requirements listed in Minnesota Statutes § 122A.18, subdivision 4A.

STUDENT LEARNING GOAL (SLG) (35% OF EVALUATION)

Description

Continuing contract teachers will develop a measurable Student Learning Goal (SLG). Using the District 110 template, specific goals will be developed relative to improving student achievement, student engagement, and school improvement.

Development of Student Learning Goal (SLG)

The SLG will be developed by an individual teacher for the purpose of increasing student achievement and student engagement using the District 110 Template. Evidence of completion will be shared and evaluated by the evaluator.

Additional information and criteria can be found in Appendix B.

Completion of Activities and Actions

The goals and activities of the plan will be completed on an annual basis. Identified activities and needed resources may be accomplished with the support of an instructional coach and/or evaluator. Using the District 110 template, teachers will report evidence of progress annually.

STUDENT LEARNING GOAL – IMPLEMENTATION PLAN

SLG	Task	Who’s Responsible	Evidence of Completion
<p align="center">SLG Goal (35%)</p>	<ul style="list-style-type: none"> • PLC teams will create a measureable goal for student achievement • Individual teachers will create a measureable student learning goal for their student population that is based on the PLC goal • Student engagement will be incorporated into the student learning goal 	<ul style="list-style-type: none"> • Individual teacher and PLC teams 	<p>Action plans shared with evaluator. Criteria for completion will be included on the District 110 Template and evaluated based upon the SLG rubric by the evaluator.</p>

SUMMATIVE EVALUATION WORKSHEET FOR CONTINUING CONTRACT TEACHERS

(For 2018-2019 and beyond)

Rating Descriptors:

Not Demonstrated	Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.
Developing	Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) performance.
Proficient	Teacher demonstrated basic competence on standard(s) of performance.
Accomplished	Teacher exceeded basic competence on standard(s) of performance most of the time.
Distinguished	Teacher consistently exceeded basic competence on standard(s) of performance.

Teacher Practice (Total of 65%):

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard 1	0	1	2	3	4
Standard 2	0	1	2	3	4
Standard 3	0	1	2	3	4
Standard 4	0	1	2	3	4
Standard 5	0	1	2	3	4
Sum					

Sum of Columns X .65 = _____

Student Learning Goal (Total of 35%):

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Year 1	0	1	2	3	4
Year 2	0	1	2	3	4
Year 3	0	1	2	3	4
Sum					

Sum of Columns X .35 = _____

Final Summative Rating (Total of all three categories):

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Range	0 – 4.2	4.3 – 8.5	8.6 – 12.8	12.9 – 17.1	17.2
Teacher Rating					

TEACHER IMPROVEMENT PROCESS FOR CONTINUING CONTRACT TEACHERS

Overview

Minnesota Statute Section 122A.40, subdivision 8, clause 11 provides that a school district's annual evaluation process for teachers "must give teachers not meeting professional teaching standards . . . *support to improve through a teacher improvement process* that includes established goals and timelines." The teacher improvement process is support for continuing contract teachers when an administrator identifies serious performance deficiencies that require attention. The process does not include probationary teachers.

The support provided through the teacher improvement process is confidential, comprehensive, and may include assistance in one or more of McRel's professional teaching standards: Teachers Demonstrate Leadership, Teachers Establish a Respectful Environment for a Diverse Population, Teachers Know the Content They Teach, Teachers Facilitate Learning for Their Students, and Teachers Reflect on Their Own Practice.

The school district's administration is responsible for determining whether a teacher's performance or conduct necessitates discipline or placement in the teacher improvement process. The WEA shall not have any role in this decision, but retains its right to grieve any discipline of a teacher.

Improvement Process

Step 1: Initial Intervention – Identify the Area(s) of Performance Concern

If the teacher's administrator has concerns about a teacher's job performance, or as a follow-up to a summative evaluation that contains a final rating of less than proficient, then he/she will make contact with the teacher. The teacher's administrator shall draft a letter of expectations outlining the areas where the teacher must improve and present it to the teacher in a conference setting. The letter will be offered as a constructive way to clarify the administrator's expectations and assist the teacher in improving his/her performance.

The teacher's administrator and the teacher will meet at a time(s) established in the letter of expectations to assess the teacher's performance. If the teacher's administrator determines the teacher has met the expectations provided, then the teacher will exit the teacher improvement process. If the teacher's administrator determines the teacher has continued to perform his/her

TEACHER IMPROVEMENT PROCESS FOR CONTINUING CONTRACT TEACHERS

job duties at an unsatisfactory level, then the administrator will direct the teacher to the next step of the teacher improvement process.

The letter of expectations will not be considered discipline.

The letter of expectations will be placed in the teacher's personnel file.

Step 2: Formal Intervention – Identify the Area(s) of Deficiency

The teacher's administrator shall draft a letter of deficiency identifying the specific professional teaching standards/student outcome components where improvement is necessary, the reasons for the intervention including an outline of the evidence supporting the administrator's concerns, and the required corrective action.

The teacher's administrator will provide the teacher with written notification of an in-person meeting where he/she will communicate the area(s) of performance concern. The in-person meeting will be scheduled within five (5) school days of the written notification.

Step 3: Communicate the Area(s) of Deficiency

The teacher's administrator communicates the area(s) of performance concern at an in-person meeting and presents the letter of deficiency to the teacher. The administrator and teacher collaborate to resolve the identified performance concerns through the use of an Improvement Plan. The Improvement Plan may be presented and discussed with the teacher during this meeting or a second meeting may be scheduled to accomplish that task.

At the request of the teacher, a union representative may attend this meeting.

The letter of deficiency will be placed in the teacher's personnel file.

Step 4: Create the Teacher Improvement Plan

During the in-person meeting discussed in Step 3, or at a subsequent in-person meeting, the teacher and his/her administrator work together to create an Improvement Plan. At the request of the teacher, a union representative may attend this meeting.

TEACHER IMPROVEMENT PROCESS FOR CONTINUING CONTRACT TEACHERS

The Improvement Plan (see Appendix A) is based on McRel's professional teaching standards and both student outcome components (student engagement and student learning and achievement) and includes the following factors:

- **Performance Goal(s):** the teacher's current level of performance/behavior as outlined by the teacher's administrator and the required level of performance/behavior upon completion of the Improvement Plan. The goals must be specific, measurable, attainable, and results-based.
- **Action Steps:** the specific tasks/duties the teacher must complete, including how the administration will assist the teacher in completing the tasks/duties, and a timeline for completing goals and the full improvement plan.
- **Data Collection Methods/Sources:** the specific methods of data collection and the sources of the data the teacher's administrator will use to gather evidence of improvement. These may include specific activities as described in the teacher evaluation program or others as discussed in the face-to-face meeting.
- **Frequency and Types of Feedback:** the frequency of feedback the teacher should expect to receive from his/her administrator (e.g., regular meetings) and the types of feedback (e.g., building administrator observations and evaluations, district-level administrator observations and evaluations, peer observations and evaluations).
- **Evidence of Progress:** the specific documentation/evidence that will be used to determine the teacher's progress toward the performance goals.
- **Timeframe:** the specific timeframe for formative feedback on progress as well as summative assessment of progress. The duration of the Improvement Plan is individualized and based on evidence of continuous, acceptable progress.

The teacher has the opportunity to ask any clarifying questions before the Improvement Plan is implemented.

The Improvement Plan will be placed in the teacher's personnel file.

Step 5: Implement the Improvement Plan

The Improvement Plan is implemented by the teacher with the support of his/her administrator.

TEACHER IMPROVEMENT PROCESS FOR CONTINUING CONTRACT TEACHERS

It is expected the teacher will:

- Participate in the activities/actions identified in the Improvement Plan
- Be receptive and flexible in implementing different strategies to improve performance
- Actively collect evidence related to the performance goals
- Maintain a proactive stance in his/her professional improvement
- Engage in professional reflection to aid in professional growth
- Ask for clarification from administrator when needed
- Be responsible for meeting timelines

It is expected the teacher's administrator will:

- Provide feedback and support strategies for improvement of performance
- Be open and available to provide clarification when requested
- Monitor the teacher's performance for improvement

The teacher's administrator provides assistance in developing strategies to meet the identified goals and to support the teacher in completing the steps of the Improvement Plan. Support strategies may include, but are not limited to, the following:

- Formal and informal observations of the teacher and feedback
- Opportunities for teacher to observe peers in instructional environment
- Peer coaching, mentoring, or other forms of peer support
- Targeted professional development
- Frequent review of Improvement Plan to determine progress

The teacher's administrator may discuss support strategies with the teacher's peers, but care must be taken to maintain the confidentiality of the teacher's private personnel data throughout the process.

Step 6: Monitor the Improvement Plan

The teacher's administrator shall meet with the teacher to conduct Improvement Plan conferences, which will be held at predetermined times. The purposes of these conferences are to monitor the teacher's progress on the Improvement Plan and provide intervention, if necessary. At the request of the teacher, a union representative may attend these meetings.

TEACHER IMPROVEMENT PROCESS FOR CONTINUING CONTRACT TEACHERS

The teacher is responsible for providing evidence of his/her progress towards meeting the goals of the Improvement Plan.

Step 7: Assess the Results of the Improvement Plan

At the end of the timeframe established in the Improvement Plan, the teacher and his/her administrator meet to assess the teacher's progress toward resolving the area(s) of concern. The teacher and his/her administrator will review all evidence including:

- Teacher's Improvement Plan
- Evidence collected by the administrator during the timeframe of the Improvement Plan
- Documentation of progress towards meeting performance goals
- Additional evidence provided by the teacher
- Teacher's personnel file

The teacher's administrator is responsible for determining whether adequate progress was made in the teacher improvement process.

Step 8: Determine the Outcome of the Improvement Plan

The administrator's summative assessment of teacher improvement results in one of the following courses of action:

- A decision to exit the teacher from the teacher improvement process. The teacher completes the McREL self-assessment using the online teacher rubric and re-enters the three-year professional evaluation cycle.
- A decision to modify the teacher improvement plan or create a new teacher improvement plan, which would require repeating Steps 1-6. This could include discipline for a teacher failing to make adequate progress. Discipline must be in accordance with the terms of the teachers' collective bargaining agreement and Minnesota statutes.
- A decision to discipline the teacher for failure to make adequate progress in the teacher improvement process. Per Minnesota Statutes Section 122A.40, subdivision 8, clause 12, 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 must be in accordance with the terms of the teachers' collective bargaining agreement and Minnesota statutes.

TEACHER IMPROVEMENT PROCESS FOR CONTINUING CONTRACT TEACHERS

The teacher's administrator will complete the form, Outcome of Improvement Plan (Appendix E). A copy of the completed form will be provided to the teacher.

The completed Outcome of Improvement Plan form will be placed in the teacher's personnel file.

GLOSSARY

21ST Century Education – An education that enables students to navigate the complex life and work environment in the globally competitive age.

Artifact – A product resulting from a teacher’s work. Artifacts are natural by-products of a teacher’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used in the McREL system only when the evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work.

Continuing Contract Teacher – A teacher who has successfully completed his/her probationary period. The teaching contract of a continuing contract teacher must remain in full force and effect and may not be terminated, except as provided by Minnesota law.

Formal Evaluation – The process of evaluating a teacher using the following components:

- a. Training and Orientation
- b. Completion of Self-assessment
- c. Pre-Observation Conference
- d. Observations
- e. Post-Observation Conference
- f. Summary Evaluation

Instructional Coach – A teacher-leader trained in both the McREL Teacher Evaluation System and cognitive coaching strategies who will work with teachers to assist and support them in their development and evaluation.

Points of Contact – Points of contact are defined as opportunities to gather evidence for evaluation and provide feedback to a teacher. Points of contact include a variety of activities that support the teacher’s growth and evaluation. Examples may include:

- Formal classroom or instructional observations
- Pre-conference or post-conference meetings
- Walkthroughs
- Collaborative activities (PLC meetings, department meetings, grade level meetings, curriculum or program meetings, student assistance team meetings)
- Leadership activities (PLC facilitator, staff development representative, leadership council representative, child study facilitator, IEP meeting facilitator, project or program coordinator, faculty presentation, peer mentor)

Probationary Teacher – A teacher in his/her first three consecutive years of his/her first teaching experience in Minnesota in a single district, or a teacher who had completed three years of continuous employment in another Minnesota district and is now in his/her first year in a new school district. The school board has considerable discretion in deciding whether or not to renew the teaching contract of a probationary teacher.

Professional Learning Community – A school culture in which teachers work collectively and collaboratively to examine instructional practices, improve their effectiveness, and increase student achievement.

Self-Assessment – Personal reflection about one's professional practice to identify strengths and areas for improvement without input from others. Purposes of the self-assessment are to clarify performance expectations, and guide discussions about goal-setting and professional development.

Evaluator – The principal, director or administrative designee responsible for overseeing and completing McRELs Teacher Evaluation System and the evaluation process.

STUDENT LEARNING GOAL (SLG)

Overview

A Student Learning Goal (SLG) 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. SLGs 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. Each SLG includes:

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

High-quality SLGs specify measurable goals that are ambitious, yet attainable. SLGs should be broad enough to represent the most important learning or overarching skills, but narrow enough to measure. When possible, SLGs should align with Minnesota Academic Standards. If Minnesota Academic Standards are not developed in the subject area, teachers should use applicable national standards put forth by educational organizations. SLGs should align with and support school and/or district goals and priorities.

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

Unlike some other measures of teacher effectiveness, all school personnel can set SLGs because the ability to create SLGs does not depend upon the availability of standardized assessment scores. The SLG process allows all educators 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. SLGs enable all educators to demonstrate their impact on student learning and receive recognition for their efforts.

SLGs provide opportunities for teachers to collaborate together in Professional Learning Communities, and in instructional 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 creates a connection between growth and evaluation activities and school PLC processes, and meets the statute's requirement for PLC opportunities.

D110 STUDENT LEARNING GOAL (SLG) RUBRIC

Purpose of Rubric: This rubric is for use by teachers and district administration in evaluating the components of the Student Learning Goal (SLG) as it is used for 35% of a summative evaluation. District 110 encourages a growth mindset in the area of teacher development, and refinement of goals is acceptable during the learning process.

Components of the Plan	Not Demonstrated 0	Developing 1	Proficient 2	Accomplished 3	Distinguished 4
PLC Goal	Not documented in goal template	PLC goal is developed, but may be vague or lack measurable information	PLC goal is collaboratively developed and defines the content, knowledge and/or skills that students are expected to learn (AND)	PLC goal is tied to the School Improvement Plan and/or a specific set of relevant standards (AND) PLC goal uses SMART format (AND)	PLC goal is data informed with baseline information to establish expected growth (AND) PLC goal is monitored to evaluate progress toward attainment
Student Learning Goal (SLG)	Not documented in goal template	SLG is developed, but may be vague or lack measurable information	SLG is developed and is specific to an area of improvement related to student learning (AND)	SLG is clearly tied to the PLC goal and includes an element of student engagement and/or evidence-based instructional activities (AND)	SLG incorporates high depth of knowledge (DOK) or hierarchy on Bloom's Taxonomy
Individual Activities and Actions	Not documented in goal template	Activities and actions are documented, but may not be strongly aligned with evidence-based instructional practices	Instructional activities are identified and aligned with the SLG (AND)	Evidence-based instructional activities are implemented to improve student learning (AND)	Evidence-based instructional activities provide an appropriate level of challenge for each learner
Year-End Reflection or Post-Conference with Evaluator	Not demonstrated or Did not participate	Year-end reflection and post-conference occurred, but may have lacked thoughtful preparation	Year-end reflection states the application of activities and actions taken over the course of the instructional period (AND)	Year-end reflection states actions and adjustments made in instruction as a result of student learning (AND)	Year-end reflection clearly defines future plans to refine instructional practices and adapt materials based on student needs
Total Points (sum of four categories)					/16
Final Score (use scale below)					
Final Scoring Scale: Less than 4 = 0 4-6 = 1 7-10 = 2 11-13 = 3 14-16 = 4					

PREPARING FOR THE YEAR-END REFLECTION AND POST-CONFERENCE MEETING

Please come prepared to discuss the following reflection questions during the 15-20 minute post-conference with your principal or director. Examples of instructional activities and/or student work are encouraged. This page is for notes and will not be collected.

Reflect upon your Student Learning Goal Plan. What did you learn? What are your biggest take-aways?

How did your actions impact student achievement?

What data do you have to support its impact on student achievement?

Were there any obstacles? If so, what?

STUDENT ENGAGEMENT

Statutory Language

The annual evaluation process for teachers must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible.

Definition

Student engagement is a student's commitment to and involvement in learning that includes academic, behavioral, cognitive and affective components.

Background and Context

Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. In trying to measure student engagement, it must be understood that teachers can only be held accountable for aspects that are under their control, such as:

- Classroom climate
- Clear and appropriate expectations
- Positive relationships with students
- Efforts to engage students in active learning

Guiding Questions

- How do teachers and evaluators define "student engagement"?
- What measures of student engagement would provide meaningful data for teacher reflection, development, and evaluation?
- What role will student engagement data play in your local teacher development and evaluation model?

Potential Sources of Student Engagement Data

Teacher Sources	Student Sources
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> – Metacognitive strategies – Study skills – Self-monitoring procedures – Self-management skills – Student goal-setting 	<ul style="list-style-type: none"> • Student responses to a perception survey • 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

TEACHER IMPROVEMENT PLAN

In order to correct the deficiencies noted in the _____ Letter of Deficiency, it is expected that you will accomplish the following goal(s) in accordance with the timelines provided.

Area(s) of Deficiency:

McRel Standard/ Student Outcome Component	McRel Element(s)/ Student Outcome(s)	Current Level of Performance/Behavior

Improvement Plan:

Performance Goal(s)	Action Steps with Timeline and Specific Dates	Data Collection Methods and Sources	Frequency and Types of Feedback	Evidence of Progress (Data) and Dates when Achieved
Standard/ Student Outcome Element/ Component Proficient Level				

Performance Goal(s)	Action Steps with Timeline and Specific Dates	Data Collection Methods and Sources	Frequency and Types of Feedback	Evidence of Progress (Data) and Dates when Achieved

At the end of the timeframe established in the Improvement Plan, the teacher and administrator will meet to assess the teacher’s progress toward achieving the requirements of this Improvement Plan. The administrator’s summative assessment of teacher improvement will result in the decision to: 1) exit the teacher from the teacher improvement process; 2) modify the teacher improvement plan or create a new teacher improvement plan, which could include discipline for failure to make adequate progress; or 3) discipline the teacher for failure to make adequate progress in the teacher improvement process.

I have reviewed this Improvement Plan with the teacher.

Evaluator Signature:

Date:

I have reviewed this Improvement Plan with my administrator.

Teacher Signature:

Date:

CC: Teacher, Administrator, Director of Human Resources, Teacher’s Personnel File

OUTCOME OF TEACHER IMPROVEMENT PROCESS

Date:

TO:

FR:

RE: Outcome of your placement on the Improvement Plan

On _____, you were placed on an Improvement Plan for cited performance deficiencies. Performance improvement expectations were also provided, along with action plan(s) and timeline(s) for their accomplishment. The following summarizes my assessment of your results towards meeting those improvement expectations:

Outcomes of performance goal(s) established in the Improvement Plan

Comments on teacher's overall performance on the Improvement Plan

As a result of your performance on the Improvement Plan, I am recommending the following course of action:

I have reviewed this form with the teacher.

Evaluator Signature:

Date:

I have reviewed this form with my administrator.

Teacher Signature:

Date:

CC: Teacher, Administrator, Director of Human Resources, Teacher's Personnel File

PRE-OBSERVATION FORM

Date:

Evaluator:

Teacher:

School:

Subject:

Grade:

Please record information that will be helpful to your evaluator.

1. What academic standard and benchmarks will this lesson address?
2. Where does this lesson fit in the context of the unit of study?
3. What are the student objectives/learning targets for this lesson?
4. How will learning be assessed?
5. What teaching methods will you employ?
6. How will you differentiate your methods based on student needs, strengths and interests?
7. Circle the particular teaching standard(s) you especially want feedback on?
 - I. Teachers Demonstrate Leadership
 - II. Teachers Establish a Respectful Environment for a Diverse Population
 - III. Teachers Know the Content They Teach
 - IV. Teachers Facilitate Learning for Their Students
 - V. Teachers Reflect on Their Own Practice
8. What special circumstances or other information should the observer be aware of?

POST-OBSERVATION FORM

Date:

Evaluator:

Teacher:

School:

Subject:

Grade:

As I reflect on the lesson, to what extent were students productively engaged? Were my selected learning targets met? How do I know, or how and when will I know?

Did I alter my goals or instructional plan as I taught the lesson? Why?

If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why

What are your individual professional development goals for this year?