

**Teacher Development and Evaluation System
Handbook**

Southern Plains Education Cooperative

**Effective July 1, 2014
and thereafter**

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September 2, 2014

Welcome to a new year and a new system for the development and evaluation of certified employees of Southern Plains Education Cooperative. All districts in the state of Minnesota are required by law to use a mutually agreed upon system for the development and evaluation of their teachers and certified staff members beginning for the school year 2014 and thereafter.

The system described here and its accompanying forms, available at the SPEC website, have been developed jointly by SPEC administration and representatives from SPECEA. The plan has been approved by SPECEA members on 5/7/2014 and by the SPEC Board on 6/19/2014. A method to revise this plan and its forms has been developed because we expect this system will evolve over time as we all live with it and work together to improve it.

Please do not hesitate to communicate your questions, concerns or suggestions with any of the people listed below. We are all in this together for each other's growth and development.

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SOUTHERN PLAINS EDUCATION COOPERATIVE

Teacher Development and Evaluation

Joint Agreement

I. PURPOSE.

This Agreement is entered into between Southern Plains Education Cooperative Education Association (“Exclusive Representative”) and Southern Plains Education Cooperative No. [0915] (“Cooperative”). The Exclusive Representative and the Southern Plains Education Cooperative are parties to a collective bargaining agreement governing the terms and conditions of employment for teachers employed by the Cooperative, pursuant to the Public Employment Labor Relations Act (“PELRA”), Minn. Stat. §179A.01 *et. seq.*

Through joint agreement, the parties have developed a teacher development and evaluation plan and implementation process pursuant to the requirements of Minn. Stat. §122A.40, Subd. 8 (“TDE Plan”).

The TDE Plan created by a joint Exclusive Representative-Cooperative committee and ratified by the Exclusive Representative’s general membership and adopted by the Cooperative Board is detailed in the TDE Plan document, Southern Plains Education Cooperative Teacher Development and Evaluation Plan, dated July 1, 2014 and as attached and incorporated.

II. TERM

The TDE Plan will take effect on July 1, 2014. This Agreement will remain in effect until the parties agree to modifications or until one party notifies the other party of its intent to withdraw from the Agreement at the beginning of the next school year. Such notice must be given prior to March 1 of the school year prior to withdrawal. The Agreement will end on June 29th following the notification of withdrawal. Both parties understand that the state plan created and published by the Minnesota Department of Education (“MDE”) pursuant to Minn. Stat. §122A.40, Subd. 8(c) (“State Plan”) will be implemented at that time unless the parties agree on a successor process. If the State Plan should be repealed, this agreement would become inactive. If the State Plan should be revised, the State Plan will supersede this document.

III. TEACHER

The TDE Plan is applicable to all members of the teacher bargaining unit represented by the exclusive representative.

IV. TDE OVERSIGHT COMMITTEE.

A joint Exclusive Representative and Cooperative TDE Oversight Committee (“Committee”) shall be responsible for overseeing implementation of the TDE Plan including the process to move from the current teacher development, evaluation, or peer review process used in the Cooperative.

A. Members. The Committee will consist of a total of 4 representatives. Two representatives of the Exclusive Representative are appointed by the Exclusive Representative President. Two representatives of the Cooperative are appointed by the Cooperative Board or its designee.

B. Meetings. The Committee must meet at least one time during each school year. Summer meetings may be scheduled if necessary. If a meeting is scheduled during a school day, the Cooperative shall pay the cost of any necessary substitutes.

C. Additional Duties.

1. The Committee will advise on the budget related to TDE expenditures. Financial reports will be available to the Committee at the request of a member.
2. The Committee will work to ensure that communications about the TDE Plan to teachers and administrators occurs in a timely and consistent manner.
3. The Committee will make recommendations to the Cooperative and Exclusive Representative on modifications to the TDE Plan.
4. The Committee will review any statutory changes to the requirements in Minn. Stat. §122A.40, Subd. 8 and any changes to the State Plan, if applicable, and make recommendations to the Cooperative and Exclusive Representative on modifications to the TDE Plan.
5. The Committee will discuss and address any inquiries regarding the TDE Plan by the MDE.

V. PLAN MODIFICATIONS.

The parties agree any suggested modifications to the TDE Plan will be discussed at a TDE Oversight Committee meeting. Any modifications to the TDE Plan will be made by mutual agreement. Neither party may unilaterally modify the TDE Plan. The TDE Plan in effect will remain in effect until proposed modifications have been adopted by the TDE Oversight Committee or the parties through the ratification and adoption process.

VI. POSTING REQUIREMENTS.

Upon commencement of the TDE Plan, all current staff will be provided with a copy of the TDE Plan both electronically and in hard copy. Southern Plains Education Cooperative will provide a copy of the TDE plan to new staff upon hire and at the beginning of each school year. Notice to all teachers and administrators must be provided electronically within ten (10) days of any changes to the TDE Plan. The Committee will determine the appropriate electronic venue to post copies of the TDE Plan so that it is always available.

VII. COMPENSATION.

Compensation for duties or positions associated with the TDE Plan and the TDE Oversight Committee must be requested through the Staff Development process as adopted by the Cooperative.

VIII. GRIEVABILITY. The parties agree that this Agreement and items incorporated herein will be processed in accordance with the grievance process of the collective bargaining agreement between the parties.

Signatures below signify agreement by all parties:

SOUTHERN PLAINS EDUCATION COOPERATIVE

Teacher Development and Evaluation Flow Chart/Summary of TDE Plan

By September 15	Develop <i>Individual Growth and Development Plan</i>			
	Other District	PLC	Portfolio	Peer Observation
September	Send SPEC your Growth Plan	Develop a PLC Plan <ul style="list-style-type: none"> - <i>Planning Form</i> - <i>Develop Team Norms</i> - <i>Action Plan</i> 	Develop a plan for the Portfolio	Ensure your Peer Observers sign the <i>IGDP</i>
October	Send PLC Notes and/or Observations	Meet a minimum of one time per month <ul style="list-style-type: none"> - <i>Team Meeting Minutes</i> - <i>Amended Planning Form (as needed)</i> 		
November	Send PLC Notes and/or Observations	Peer Review team does IGDP Review and Feedback	Peer Review team does IGDP Review and Feedback	<i>TDE Peer Observation</i> Form (no need to turn in) and complete <i>IGDP</i> Review and Feedback
February	Send PLC Notes and/or Observations	Peer Review team does IGDP Review and Feedback	Peer Review team does IGDP Review and Feedback	<i>TDE Peer Observation</i> Form (no need to turn in) and complete <i>IGDP</i> Review and Feedback
May	Send PLC Notes and/or Observations and End of Year Reflection	Turn in complete <i>IGDP</i> and <i>End of Year Reflection</i>	Turn in complete <i>IGDP</i> and <i>End of Year Reflection</i>	<i>TDE Peer Observation</i> Form (no need to turn in). Turn in complete <i>IGDP</i> and <i>End of Year Reflection</i>

Three-Year Cycle of Summative Evaluations

Teacher	Evaluator	Summative
Ellingson, Lisa	Sarah	2016-17
Ross, Darla	FHS	2015-16
Sandersfeld, Barbara	Sarah	2015-16
Hamp, Cheryl	Sarah	2016-17
Krueger, Susan	Sarah	2015-16
Simpson, Francelia	Stephanie	2017-18
Kahler, Amy	Sarah	2017-18
Head, Amy	Michelle	2017-18
Davison, Teresa	Stephanie	2015-16
DeWar, Karen	Sarah	2017-18
Sukalski, Todd	FHS	2017-18
Roper, Donna	Sarah	2015-16
Unke, Caroline	Stephanie	2016-17
Kot, Jeff	Stephanie	2017-18
De Boer, Mike	Sarah	2016-17
Johnson, Stephanie	Sarah	2017-18
Peyman, Amanda	Sarah	2015-16
Vaske, Geriann	Sarah	2017-18
Haisman, Jamie	Sarah	2015-16
Moeller, Shelly	Sarah	2015-16
Klassen, Allison	Sarah	2015-16
Grupe, Kelly	Sarah	2017-18
Weber, Kris	Sarah	2017-18
Gavin, Karin	Stephanie	2017-18
Pearson, Amy	Sarah	2016-17
Andersen, Stephanie	Sarah	2017-18
Jepsen, Liz	Sarah	2015-16
Olson, Kelli	Sarah	2016-17
Tietje, Molly	3 times per year (Stephanie)	Probationary C
Kirsch, Sarah	3 times per year (Stephanie)	Probationary B
Fischer, Kellie	3 times per year (Sarah)	Probationary B
Weedman, Eric	3 times per year (Stephanie)	Probationary B
Ensrud, Josh	3 times per year (Stephanie)	Probationary B
Musser, Bartholomew	3 times per year (Stephanie)	Probationary B
Kimpton, Jennifer	3 times per year (Stephanie)	Probationary A
Petrowiak, Rhonda	3 times per year (Step, Dale, Sarah)	Probationary A
<u>Community Experts</u>		
Kafka, Jennifer	Stephanie	
Nielsen, Matt	Sarah	
Glienke, Kiesha	Stephanie	
Miller, James	Stephanie	

General Information Applying to All Employee Development and Evaluation Plans

Note: Southern Plains employees are assigned to traditional teaching positions in traditional and nontraditional school settings as well as non-classroom positions in similar settings, all with the purpose of impacting student development and achievement. Recognizing this diverse landscape certified employees of SPEC in all their capacities may be referred, interchangeably, in this document as employees, staff members or teachers. And so we begin...

All certified staff members working for Southern Plains Education Cooperative (SPEC) must participate in a Teacher Development and Evaluation (TDE) Program beginning with the school year 2014-2015. Certified staff members working extensively in a member district (Fairmont Area Schools, Martin County West Schools, Truman Public Schools, Granada Huntley-East Chain Schools, Blue Earth Area Schools and United South Central School District) may choose to participate in a Teacher Development and Evaluation Plan/Q-Comp program within one of the member districts. If you do not choose a plan from a member district you will be required to use the Southern Plains Education Cooperative Teacher Development and Evaluation Plan.

SPEC Employees participating in a Q-Comp system in a member district

If you choose to participate in a Teacher Development and Evaluation Plan/Q-Comp program within one of the member districts you must:

- **Complete the IGDP by September 1 to indicate the option you choose.**
- Provide copies of all documents related to the Teacher Development and Evaluation activities every year to Southern Plains Education Cooperative by May 15th.
- Summative evaluations can be completed by a Southern Plains administrator or a member district administrator.

Please note: All certified staff members using the SPEC TDE plan or a member district's TDE plan must complete a one page **End of the Year Reflection** form available on the SPEC website in the TDE section, in May each year.

Southern Plains Education Cooperative Teacher Development and Evaluation Plan

General parameters of the Southern Plains Education Cooperative Teacher Development and Evaluation Plan:

- This plan establishes a **three-year professional review cycle** for each certified staff member beginning with the school year 2014-15.
- The intent of the three-year professional review cycle is **to provide resources to develop/improve certified staff members' competencies** resulting in improved student performance.
- **Nothing** in this plan is **intended to replace or interfere with disciplinary actions** the cooperative finds necessary related to a certified staff member. All final decisions about a certified staff member's employment status will be made by licensed administrators and not peer reviewers.
- Southern Plains Education Cooperative and its member districts will provide **professional development activities and/or resources to support certified staff members** in making progress toward their individual growth goals and student goals. All efforts will be made for professional development activities to occur during the certified staff member's duty day. If significant professional development activities must occur outside the certified staff member's duty day, the certified staff member may receive compensation by submitting a request to SPEC Staff Development committee. (See Staff Development Request for Funding form)
- Each year the **Director will review all summative evaluations** and recommendations from Peer Reviewers **in developing Staff Development activities** for the coming year. Common professional groups (i.e. school psychologists, speech/language pathologists), Professional Learning Communities, and other professional groups are encouraged to develop goals and professional development plans suitable for their own area of focus.

Certified Staff Members with a Continuing Contract

During each three-year cycle the certified staff member will receive at least one summative evaluation by a licensed and trained administrator. Formative evaluations will be conducted in non-summative years.

Summative evaluations may include a variety of methods including, but not limited to:

- Classroom walkthroughs,
- Classroom observations,
- Meeting observations,
- File reviews,
- Self-reflection forms,
- Surveys of parents, students, and/or colleagues, or
- A portfolio or artifact review.

During years in which a summative evaluation is not planned the certified staff member will participate in formative evaluations and will:

- Develop an Individual Growth and Development Plan (IGDP).
- Document engagement.
- Complete an end of year reflection.
- Choose one of the following growth and development paths and complete required activities and forms as described later in this handbook:

- Professional Learning Community,
- Professional Portfolio, or
- Peer Observation Process
- You may choose to explore other paths for your formative evaluations in subsequent years. You are not locked into always using the same path you used in a previous year.

Any teacher performance concerns identified that are impacting student progress, the employee’s reputation, or the reputation of the cooperative **will be addressed in an improvement plan**. Additional concerns identified by the administrator may also lead to an improvement plan.

- Certified staff members not meeting professional standards **will receive support** through a certified staff member improvement process that includes established goals and timelines. Timelines will mutually be agreed upon by the certified staff and administrator.
- The **performance plan** will be developed by the administrator with input from the certified staff member.
- Areas needing improvement will be spelled out clearly, and have **specific measurable expectations** established with action steps or objective benchmarks.
- The certified staff member will be offered **peer assistance** from a trained coach or mentor, separate from the summative evaluation process.

Probationary Certified Staff Members

Probationary certified staff members will receive three evaluations by a licensed and trained administrator during each year of employment. The first evaluation will occur within the first 90 days of their employment.

During your first year of employment each probationary certified staff member will be **introduced to Professional Learning Communities, Peer Observation, and to the Professional Portfolio System** via your mentor. The portfolio may be used as a part of the certified staff member’s evaluations throughout the professional development and evaluation cycle.

You may choose to participate in any of the following growth and development paths:

- Professional Learning Community
- Professional Portfolio
- Peer Observation.

You may choose a different path in subsequent years of your employment.

Professional Teaching Standards

Summative and formative certified staff member evaluation processes will be based on professional teaching standards established in MN Rule 8710.2000.

- **Domain 1: Planning**
 - Indicator A: Aligns learning targets with standards and student data inform planning
 - Plans units and lessons effectively
 - Selects unit targets and activities
 - Applies content knowledge and understanding of how students learn
 - Uses student data to inform planning
 - Indicator B: Uses content, resources and student knowledge to design coherent instruction
 - Designs coherent instruction
 - Creates interdisciplinary and extended learning experiences
 - Uses available resources and technology
 - Designs culturally relevant instructional strategies
 - Indicator C: Plans for assessment and differentiation
 - Plans formative and summative assessments
 - Plans for differentiation
- **Domain 2: Environment**
 - Indicator A: Creates a respectful classroom culture of trust, safety, and high expectations
 - Creates a safe learning environment
 - Establishes a culture of learning
 - Creates a culture of persistence
 - Indicator B: Establishes and maintains clear expectations for classroom and behavior management
 - Establishes and maintains classroom routines and procedures
 - Monitors and provides feedback on student behavior
- **Domain 3: Instruction**
 - Indicator A: Communicates learning targets and content effectively
 - Uses content knowledge to promote learning
 - Communicates learning targets and content
 - Indicator B: Facilitates activities and discussions that promote high cognitive engagement
 - Uses instructional strategies to engage students
 - Uses questioning and discussion techniques
 - Uses appropriate pacing and structure
 - Indicator C: Uses varied assessment techniques to advance student learning
 - Uses formative assessments to inform instruction
 - Provides feedback to advance learning
 - Promotes student self-assessment
- **Domain 4: Professionalism**
 - Indicator A: Reflects on teaching practice
 - Uses self-reflection to improve instruction
 - Uses feedback to improve instruction
 - Plans for professional growth
 - Indicator B: Engages in professional development
 - Participates in professional development
 - Collaborates with colleagues
 - Contributes to school and cooperative culture for learning

- Indicator C: Maintains professional responsibilities and communicates with families
 - Adheres to standards of ethical conduct
 - Maintains accurate records
 - Completes tasks in an organized and efficient manner
 - Communicates with families
 - Understands the cultural and linguistic backgrounds of students, their families, and the community

Additional standards or revised standards will be implemented based on the position of the individual. (i.e. special education teachers have due process requirements.)

Individual Growth and Development Plans

You must complete an Individual Growth and Development Plan (IGDP) **every year**. Each subsequent IGDP can be an update to your previous year’s plan or a completely new IGDP.

The first copy of your **IGDP must be completed no later than September 15**.

This first copy of your IGDP will include:

- Guiding questions leading to your goal
- A goal and it’s relation to MN Teaching Standards
- Information regarding how you intend to gather data regarding student improvement, achievement and engagement. The information in your IGDP will also be shared with the administrator during your summative evaluation(s) when it occurs.
- You will identify any activities and/or resources that will be needed in order to attain your annual goal.

You will ask your team members (PLC members, Portfolio Reviewers, or Peer Observers) to sign your IGDP.

The IGDP will be reviewed and **updated three times per year** by you and your team members. Complete the form available on the SPEC website in the TDE section, in May each year

Engagement

All certified staff members must provide a measure of student engagement each year. **Each certified staff member can define this measure for their own situation.** Let this measure be meaningful for you and your student(s).

Measures of Engagement:

- MN state law requires that student engagement be included in the TDE plan for all districts. All SPEC certified staff members will **document engagement information each year**.
- Individual certified staff members of SPEC may not spend much if any of their time interacting with students in a traditional instructional setting. These staff members may find that their work responsibilities involve interacting with parents, colleagues, representatives from outside agencies, etc. Their work responsibilities may involve due process activities such as IEP staffing, evaluation planning meeting, child study meeting, and student assessment; leading a training session for colleagues; parent-teacher conferences; consultation with student(s), etc.

- SPEC's TDE plan **allows** such **staff members to define 'engagement' in terms meaningful to their assignments/responsibilities** and to develop a plan to evaluate and improve their engagement practices over time. For the purposes of this plan 'student engagement' will be understood to mean engagement with whomever the teacher deems to be his/her person(s) of primary interaction.
- Engagement will be **measured over the three-year cycle**, not only in the summative year.
- Complete **Documentation of Engagement form** in **May** each year. The form is available on the SPEC website in the TDE section.

End of the Year Reflection

All SPEC certified staff members are required to complete the one page **End of Year Reflection** form in **May each year**. The form is available on the SPEC website in the TDE section.

Mentoring and Induction Programs

General Information

- When you are a new certified staff member with Southern Plains you will be **assigned a mentor and a coordinator**. Coordinators and mentors are both given assigned tasks as to what should be discussed with you and what should just be done for you in order to support your transition as a new certified staff member.
- You will **meet** with your coordinator and mentor **at least once a month**.
- For the staff members working in special education, **training** is provided for a **half day per month** to support you with aspects specific to special education due process.
- **Additional resources** are available upon request for you such as books, opportunities to observe other staff or programs, or trainings.

Forms Required for SPEC TDE Participants
SOUTHERN PLAINS EDUCATION COOPERATIVE
Teacher Development and Evaluation

Individual Growth and Development Plan

Teacher:	School:
Date Created:	
TDE Option Chosen:	School Year: 20__ to 20__

*Professional Growth Goal and Plan
Areas to Consider*

<p>What are the current district, school, and/or professional learning community priorities, goals, and activities?</p>
<p>What areas for growth have you identified based on self-assessment, peer review, summative assessment, or a combination thereof?</p>

The Individual Growth and Development Plan (IGDP) must have at least one (1) professional growth goal and supporting plan. Growth goals should be based on the teacher's individual areas for growth and should support district, school, and/or professional learning community priorities, goals, and activities.

Goal Number: Choose an item.	Performance Standard: Choose an item.
Growth Goal:	Explanation of how Growth Goal addresses the Performance Standard:

How do you intend to collect data on student growth?

How do you intend to collect data on student engagement?

Activities	Resources Needed

By implementing the above plan and achieving the professional growth goal, predict what you think the impact will be on student learning and engagement.

By signing this document, you indicate that the professional growth goals and activities have been discussed and agreed upon.

Teacher: _____

Date: _____

PLC Members/Peer Observers/Portfolio Committee:

Date: _____

November Review and Feedback

One area of focus for the next review:

February Review and Feedback

One area of focus for the next review:

May Review and Feedback

One area of focus for the next year:

End of Year Signatures:

PLC Members/Peer Observers/Portfolio Committee:

_____	Date: _____

SOUTHERN PLAINS EDUCATION COOPERATIVE
Teacher Development and Evaluation
Student Learning Goal

For Year 20____ to 20____

Date _____

Teacher _____ Current Assignment _____

Collaborative Team Members _____

S – Specific

- Desired outcome or result is clearly defined
- Targeted area of focus

M – Measurable

- Students are aware of how they are meeting standards
- Results/data can be collected and analyzed
- Assessment instrument is aligned with student learning goal
- Periodic formative/summative evaluation

A - Achievable

- Goal is challenging, but realistic
- Can be completed within the time frame

R - Relevant

- Students engaged in meaningful learning
- Learning has future applications
- Learning is standards based
- Evidence of need

T - Time Bound

- Completing dates are set for accomplishment
- Sufficient data can be collected by designated completion date
- Student learning is ongoing and embedded through the plan

Student Learning Goal:

Standards reflected in this goal:

Ongoing action plan (data, analysis, reflection, needed support)

Evaluation Score	Criteria
(4)	<p>Student growth for this SLG has exceeded expectations:</p> <ul style="list-style-type: none"> • Evidence indicates exceptional growth for all/nearly all of targeted population • The educator has surpassed the expectations described in the SLG and demonstrated an outstanding impact on student learning.
(3)	<p>Student growth for this SLG has met expectations:</p> <ul style="list-style-type: none"> • Evidence indicates substantial growth for most of the targeted population • The educator has fully achieved the expectations described in the SLG and demonstrated notable impact on student learning
(2)	<p>Student growth for this SLG has partially met expectations:</p> <ul style="list-style-type: none"> • Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets and some not meeting targets • The educator has demonstrated an impact on student learning, but has not met the specific expectation described in the SLG
(1)	<p>Student growth for this SLG has minimally met expectations:</p> <ul style="list-style-type: none"> • Evidence indicates minimal or inconsistent growth for the targeted population • The educator has not met the expectations described in the SLG and has not demonstrated sufficient impact on student learning.
(0)	<ul style="list-style-type: none"> • The evidence the educator provides with respect to this SLG is missing, incomplete, or unreliable, or • The educator has not engaged in the process of setting and gathering evidence for the SLG

Please describe here any mitigating circumstances (examples might include an extended absence on the part of the educator or much higher than expected levels of student absence/mobility) that may have impacted the ability of the educator to demonstrate the level of student growth as specified on the SLG as originally written, and also describe the decision mutually agreed upon by the educator and supervisor as to how this situation has been handled in deriving the final score.

Mitigating Circumstances:

SOUTHERN PLAINS EDUCATION COOPERATIVE
Teacher Development and Evaluation
Documentation of Engagement - All staff members

Name: _____ Date: _____

Who are you engaging with (circle): student(s) colleagues team parents outside agencies

Describe your typical engagement pattern. Please consider examining behaviors such as eye contact, body language, tone of voice, time spent talking vs time spent listening, student's response(s) to your statements/questions, student's response(s) to your suggestions/instructions,

What would you like to change about your engagement pattern?

Reflections:

What worked? _____

Will you do anything differently next time?

Other information (optional):

Changes noted over time:

Date 1: _____

Date2: _____

Date 3: _____

SOUTHERN PLAINS EDUCATION COOPERATIVE

Teacher Development and Evaluation

End of Year Reflection Suggestions/Guidelines

An “End of The Year Reflection” paper must be turned in with the final Individual Growth and Development Plan (IGDP) by May 15.

The Certified staff member may use this as a guiding document at the final meeting between the certified staff member and the Peer Review Observers/PLC team members/ Portfolio Review team, in determining the End of Year Rating.

The Certified Staff Member needs to orchestrate this final meeting with the review team (Peer Observers/PLC Team/Portfolio review team)

Possible topics to address for End of Year Reflection:

What’s working:

What progress did students make towards the Student Learning goal(s)/what progress did you make towards your IGDP

Information to consider including

- What did your data tell you?
- Briefly describe what strategies worked for you
- What evidence did you see that told you the strategy was successful?
- What are possible reasons for the success?
- What feedback did you get from your observers/PLC team members/Reviewers?
- What did you change as a result of the peer observation/PLC meeting/Portfolio review/?
- What effect did the change have on student learning?
- How did you incorporate professional learning/development?
- How did it affect the learning of your students?

Challenges:

Why didn’t students/staff member meet their goal?

Information to consider:

- What was difficult?
- What are possible reasons for the difficulties?
- How could these issues be addresses in the future?

Next Steps:

- How will this year impact your instruction next year and beyond?
- What areas of personal growth have you identified:
- What directions for your next year’s goal?
- What areas of professional development should the Staff Development committee consider next year?

Thoughts for next year’s IGDP:

Professional Learning Communities (PLC)

General Information

- Certified staff members will have the opportunity to participate in a Professional Learning Community for the purpose of **working collaboratively** in an ongoing process of **collective inquiry and action research** to achieve better results for the students they serve.
- At the first PLC Training, you will **define goals, develop group norms, set meeting schedules, and determine other general expectations**. A PLC Guidance document is available.
- Professional Learning Communities will include **at least two certified staff members** sharing a common group of students, a common teaching discipline, or a common personal or student growth goal.
- You may choose to form a professional learning community, as approved by the Director, with:
 - Certified staff members employed by Southern Plains Education Cooperative,
 - Certified staff members not employed by Southern Plains Education Cooperative, or
 - A combination of SPEC staff and distance members.
- To support the collaboration of certified staff members and to reduce time and expenses related to travel, the cooperative, upon request, will research, select, and train certified staff members on digital technologies to facilitate online communication, document sharing, etc.
- Your Professional Learning Community's **goal must align with certified staff member's individual growth and development goals, student learning goals, or cooperative learning goals**. This goal will guide the work of your PLC throughout the year.
- PLC meetings will **meet a minimum of one time per month**.
- You may be assigned to a PLC, even if you do not select PLC as your TDE path.

Forms for Professional Learning Communities

By September 15, 2014, complete your Individual Development and Growth Plan (IGDP).

- Individual Growth and Development Plan (IGDP)

During September, develop a PLC Plan

- PLC Planning Form
- Developing Team Norms
- PLC Action Plan
- PLC Team Meeting Minutes

During October, continue meeting in your PLC

- Team Meeting Minutes
- Amended Planning Form (as needed)
- Note: Your PLC will **continue to meet throughout the year**, working on your PLC plan and recording minutes. You will continue working on your IGDP, using your PLC work whenever it fits with your IGDP.

In November, PLC members review IGDPs for all members of your group and give each member feedback

- IGDP

In February, PLC members review IGDPs for all members of your group and give each member feedback

- IGDP

In May, complete the IGDP and End of Year Reflection forms available on the SPEC website in the TDE section.

- IGDP
- End of Year Reflection

NOTE: All forms are available at the SPEC website in the TDE section. Please do not submit paper copies of TDE forms.

SOUTHERN PLAINS EDUCATION COOPERATIVE
Teacher Development and Evaluation

PLC PLANNING FORM
Team Members: _____ Date Created: Click here to enter a date.

PLC Group Name:	
Group Facilitator:	
Group Note Taker:	
Group Time Keeper:	
Team Members:	
Data Used: Relevant data used to determine our goal-assessments, standards, classroom level.	
District Wide Initiatives: Are there district initiatives to consider when determining our goal?	
PLC SMART Goal(s): Goals must be Specific, Measurable, Attainable, Result Oriented, and Time-bound. Will we have one goal for the entire school year or multiple goals? If multiple, each goal must have an end date.	
Rationale & Projected Results: -Why did we choose this goal? -What do we project the results to be? -How does this goal impact student learning of all subgroups?	

Action Plan: What will we do to achieve the goal?	
Resources Needed: What do we feel we need to obtain our goal?	
Progress Monitoring: How will we measure progress? Tools and timelines to measure this goal.	

Additional notes:

SOUTHERN PLAINS EDUCATION COOPERATIVE

Teacher Development and Evaluation

DEVELOPING TEAM NORMS	
Team Members:	Date Developed: Click here to enter a date. Location:
<hr style="border: 0; border-top: 1px solid black; margin: 0;"/>	

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORMS:
Time: -When do we meet? -How do we assure that we start and stop on time? -For how long will we meet?	
Listening: -How will we encourage and ensure listening? -How will we discourage interrupting?	
Confidentiality: -How do we assure that meetings are respectful and confidential about important student, staff and parent issues? -What can be said after the meeting?	
Decision Making: -How will we make decisions? -Are we an advisory or a decision-making body? -Will we reach decisions by consensus? -How will we deal with conflicts?	
Participation: -What role(s) are members expected to have? -What requirements are there for group participation?	
Expectations: -How do we set our eye on student achievement? -How do we work to further our goals and mission?	

As a member of this PLC, I accept the above team norms:

SOUTHERN PLAINS EDUCATION COOPERATIVE

Teacher Development and Evaluation

PLC Action Plan

School: _____ Team: _____ Facilitator _____

School Goal(s): _____

Team Members: _____

Plan	Analyze the Focus/Goal	What is the Data telling us?	
Do	Implementation Strategies	Our Goal Proficiency Level _____%	
Check	Assessing, Maintaining &	How will we assess the students	Quarter 1 Quarter 2 Quarter 3 Quarter 4
Act	Response	Our remediate or enrichment plan	

SOUTHERN PLAINS EDUCATION COOPERATIVE
Teacher Development and Evaluation
PLC Team Meeting Minutes

Meeting Date: _____ Team Name: _____ Facilitator _____

Team Members Attendance:

Topic of Discussion:

What do we want our students to learn? (**“PLAN” Section of SMART Goal**)

How is our Implementation Plan working? (**“DO” Section of SMART Goal**)

What is our common assessment data telling us (**“CHECK” Section of SMART Goal**)

What are our strategies for working with students who have not attained proficiency? Data based
(**“ACT” Section of SMART Goal**)

How are our strategies for working with students who HAVE attained proficiency? Data Based
(**“ACT” Section of SMART Goal**)

Best Practices that were shared during the meeting:

We need, Our questions, Etc: (Attention School Administrator)

Evidence that our plan is working (Data is Attached) Yes No

Professional Portfolio

General Information

- The Individual Growth and Development Plan (IGDP) should be the foundation for the **professional portfolio**.
- Portfolios can be **electronic or paper based**.
- **At least three times per year**, you will **share your portfolio** results with a group of no less than 2 other staff members. You are encouraged to utilize an established group (i.e. PLC, common professional group, etc.). These three meetings allow you to get feedback as you progress through the portfolio process. It is expected that your portfolio will be completed by your final meeting.

Forms for Professional Portfolios

By September 15, 2014 complete the Individual Growth and Development Plan (IGDP).

- Individual Growth and Development Plan (IGDP)

During September, develop a plan for your Portfolio and select at least two people to be your Portfolio Reviewers. Refer to Portfolio Content Review Form for ideas. Be specific and work steadily throughout the year to build your Portfolio.

In November, Portfolio Reviewers review your IGDP and give you feedback.

- IGDP

In February, Portfolio Reviewers review your IGDP and give you feedback.

- IGDP

In May, your portfolio will be complete. After your Portfolio Reviewers complete their review, complete the IGDP, Portfolio Content Review Form, and End of Year Reflection forms available on the SPEC website in the TDE section.

- IGDP
- Portfolio Content Review Form
- End of Year Reflection

NOTE: All forms are available at the SPEC website in the TDE section.

SOUTHERN PLAINS EDUCATION COOPERATIVE
Teacher Development and Evaluation

Portfolio Content Review Form

Name: _____ **Date** _____

Teaching Assignment _____ **Location** _____

Job Responsibilities:

Portfolio Reviewed by (signatures):

Attached (required unless otherwise noted):

- ☒ Individual Growth and Development Plan
- ☒ Student Learning Goal (for individual student or group of students)
- ☒ Documentation of Student Engagement
- ☒ Description of Sample Activity
 - ☒ Plan for activity or Lesson plan
 - ☒ Reflection
 - ☒ Optional - video or audio tape
- ☒ Professional Development Activities completed during the year
- ☒ Reflection Statement - end of year
- ☒ Plan for continued growth
- ☒ Optional - Additional information from peers, advisors

Feedback from reviewers:

Rating of Portfolio:

Unsatisfactory

Basic (Development needed)

Effective

Distinguished

SOUTHERN PLAINS EDUCATION COOPERATIVE

Teacher Development and Evaluation

Plan for Continued Growth (Portfolio)

Name: _____ Date: _____

Skills I would like to strengthen:

My plan for continuing my professional growth:

Peer Observation

General Information

- Certified staff members may participate in a peer observation process for the purposes of developing and improving their competencies for improving student performance.
- The peer observation process includes **three peer observations per school** year each consisting of a **pre-observation conference** to discuss goals and context, **observation** of a lesson or interaction with students, and **post-observation conference** to provide feedback.
- You will **choose your own Peer Observers**.
- Your observations will be conducted by two or more trained peer observers. One reviewer will conduct a second observation, based on his/her first observation, looking for evidence of growth and/or change, as previously discussed in his/her post-observation conference with you. All peer observers will receive formal training prior to beginning their work as peer observers.
- **Notes** from peer observers **are considered confidential** and will consist of a brief document recording only basic information about the observation. You may take additional notes for your own purposes, if you so desire.
- You have the right to make arrangements for pre-observation conferences, observations and post-observation conferences to occur and request the **time** for these activities. If your Peer Observation process involves **costs** such as substitute costs, mileage, extra duty time, etc., you **may request funds using the SPEC Staff Development Request for Funding form**.

Forms for Peer Observation

By September 15, 2014 select at least two people to be your Peer Observers. Complete your IGDP available on the SPEC website in the TDE section, in May each year.

- Individual Growth and Development Plan (IGDP)

During September, meet with your Peer Observers and develop a plan and proposed schedule for your observations.

In November, your Peer Observers will conduct your first observation. They will also review your IGDP and give you feedback.

- TDE Peer Observation Form.
- IGDP
- Note: You do not need to turn in any of your TDE Peer Observation Forms. They are yours to keep. You must turn in your IGDP at the end of the year when it is complete.

In February, your Peer Observers will conduct your second observation. They will also review your IGDP and give you feedback.

- TDE Peer Observation Form.
- IGDP
- Note: You do not need to turn in any of your TDE Peer Observation Forms. They are yours to keep. You must complete your IGDP at the end of the year.

In May, your Peer Observers conduct your third observation and complete your TDE Peer Observation Form (Do not turn in this form.) Your Peer Observers also review your IGDP and give you feedback and complete your End of Year Reflection form.

- TDE Peer Observation Form. Do not turn this form in.
- IGDP – complete the IGDP form available on the SPEC website in the TDE section.
- End of Year Reflection - complete a one page End of the Year Reflection form available on the SPEC website in the TDE section.

NOTE: All forms are available at the SPEC website in the TDE section.

SOUTHERN PLAINS EDUCATION COOPERATIVE
Teacher Development and Evaluation
TDE Peer Observation Form

Pre-Conference

(May be done Face-to-Face/Face Time/Skype/by Phone)

Certified Staff Member fills this out and keeps in personal file

Give a copy to the Observer:

Teacher Name: _____

- Observation # 1 Date: _____ (turned in by November 30th)
- Observation #2 Date: _____ (turned in by Feb 28th)
- Observation #3 Date: _____ (turned in by April 30th)

Observer Name: _____

Date of Pre Observation Meeting: _____

SMART Goal:

What would you like to have specifically observed?

What is the goal and/or Learning Target for this observation?

How does this SMART Goal and lesson help to meet your IGDP?

Post-Conference

Date of Post Observation Meeting _____

Fill this form out when/after meeting with your Peer Observer (post-conference)

What evidence is there that indicates the goal/learning target was met or not:

What will you continue to do or change in regards to the next time you present this lesson?

What resources do you need to continue to meet your IGDP and your goal/learning target?

Other comments/notes:

TDE Oversight Committee

For the school year 2014-2015, the following people will serve as the Oversight Committee:

SPEC Administration:

- Sarah Mittelstadt - 507-238-1472 (Office Coordinator), sarah.mittelstadt@southernplainedcoop.org
- Stephanie Schmitz - 507-327-7997, stephanie.schmitz@southernplainedcoop.org

SPECEA Representatives:

- Teresa Davison -507-893-3063 tdavison@uhd.org or Teresa.davison@southernplainedcoop.org
- Susan Krueger - 507-639-2081 or 507-776-2111, susan.krueger@martin.k12.mn.us or kruegers@truman.k12.mn.us

The TDE Oversight Committee has the following responsibilities:

- To oversee the implementation of the TDE plan including the process of moving from the current teacher development and evaluation process used in SPEC.
- To ensure that communication about the TDE Plan to certified staff members and administrators occurs in a timely and consistent manner.
- To make recommendations to SPEC Administration and SPECEA on modifications to the TDE Plan.
- To review statutory changes and make recommendations for modifications to the TDE Plan.
- To discuss and address any inquiries regarding the TDE Plan by the MDE.

For the first year the TDE Oversight Committee will meet monthly. Thereafter, the Committee will meet at least once a year.

Modifications to the SPEC TDE Plan

Modifications to the TDE Plan will be discussed by the Oversight Committee and will be made by mutual agreement.

- No modifications may be made unilaterally by SPEC Administration or by SPECEA.
- The TDE Plan will remain in effect until proposed modifications have been adopted by the TDE Oversight Committee or by SPEC Administration and SPECEA through the ratification and adoption process.
- The Oversight Committee will make modifications to improve the management of the TDE plan.
- Ratification and adoption votes by both the SPEC Board and SPECEA membership will be required to make significant changes to the content and/or rigor of the TDE plan.

We expect SPEC's TDE Plan will evolve over time. Please feel free to communicate your questions to any member of the Oversight Committee.