

Teacher Development and Evaluation Plan

Certified staff members working extensively in a member district:

- Certified staff members may choose to participate in a Teacher Development and Evaluation Plan within one of the member districts or the Southern Plains Education Cooperative Teacher Development and Evaluation Plan. The staff member must email Megan Heller by September 15 if they intend to participate in a member district plan.
- Certified staff members participating in member district programs must provide copies of all documents related to the Teacher Development and Evaluation Plan on a yearly basis to Southern Plains Education Cooperative.
- Summative evaluations can be completed by a Southern Plains administrator or a member district administrator.

General parameters:

- This plan establishes a three-year professional review cycle for each certified staff member beginning with the 2020-2021 school year.
- 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 Staff Development request to SPEC.
- Each year the Director will review all summative evaluations and recommendations from Peer Reviewers in the development of Staff Development activities for the coming year. Common professional groups (i.e. school psychologists and speech/language pathologists), Professional Learning Communities, and other professional groups are encouraged to develop goals and professional development plans.

Certified Staff Members with a continuing contract and Probationary Certified Staff Members:

- During each three-year cycle the certified staff member will receive at least one summative evaluation by a licensed and trained administrator.
- 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:

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- Develop an Individual Growth and Development Plan (IGDP) (see attached form).
- Choose from one of the following forms of growth and development plans:
 - Professional Learning Community,
 - Peer Observation,
 - or
 - A Portfolio Review
- 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, clear, 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.

Additional parameters for 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 their first year of employment each probationary certified staff member will be introduced to Professional Learning Communities, Peer Review, and to the Portfolio System via his/her mentor or other Southern Plains staff member.

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

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- 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
 - Plans units and lessons effectively
 - 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.)

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Peer Review Options

Option 1: Professional Learning Communities (PLC):

- It is expected that certified staff members whose primary teaching assignment is located at Arise Academy will participate in a PLC even if the staff member selects another peer review process for their annual formative evaluation.
- PLC will be the default peer review process for an Arise Academy staff member's annual formative evaluation unless notice is given to administration indicating otherwise. Notice must be given to administration by September 15th of the school year.
- Certified staff members, regardless of location of assignment, 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, team members will define goals, group norms, meeting schedules, and other general expectations. A PLC Guidance document is available.
- A PLC must 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.
- A certified staff member 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.
- Within the first month of each year, the PLC will set norms and a goal.
- The PLC'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 the PLC throughout the year.
- PLC meetings will meet a minimum of one time per month.

Option 2: Peer Observation:

- 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 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.
- These observations will be conducted by two or more trained peer observers. One reviewer will conduct a 2nd observation, based on the first observation, looking for evidence of growth and/or change, as previously discussed in their post-observation conference. All peer observers will receive formal training prior to beginning their work as a peer observer.
- Notes from peer observers are considered confidential and will consist of a brief document recording the observation.
- The certified staff member has the right to make arrangements for pre-observation conferences, observations and post-observation conferences to occur and request the time in which to do so. If

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the peer observations process involves costs such as substitute costs, mileage, extra duty time, etc., a request should be made for Staff Development funds from SPEC.

Option 3: Portfolio

- The Individual Growth and Development Plan should be the foundation for the professional portfolio.
- Portfolios can be electronic or paper based.
- At least three times per year, the staff member will share the portfolio results with a group of no less than 2 other staff members. The staff member is encouraged to utilize an established group (i.e. PLC, common professional group, etc.). The three meetings allow the individual to get feedback as they progress through the portfolio process, with the final meeting having the expectations of the entire portfolio being completed.

Individual Growth and Development Plans:

- The Individual Growth and Development Plan (IGDP) will be completed annually. A new IGDP can be created annually or previous IGDPs can be updated to reflect the current year's data. The IGDP must be sent to the Southern Plains office no later than October 15 of the academic year.
- The IGDP will include:
 - Guiding questions leading to a goal.
 - A goal and its relation to MN teaching standards.
 - Information regarding how the staff member intends to gather data regarding student achievement and student engagement. This information will be shared with the administrator during the summative evaluation.
 - The staff member will identify any activities and/or resources that will be needed in order to attain their annual goal.
 - The staff member will ask their team members to sign the IGDP (PLC members, Portfolio reviewers, or Peer Observers).
- The IGDP will be reviewed three times per year with the certified staff member and reviewer (s). When the IGDP is complete, at the end of the year, the staff member will turn in the completed IGDP and a one page End of Year Reflection. If the staff member's chosen peer review process is the PLC, the PLC may submit one combined End of Year Reflection.

Mentoring and Induction Program:

- All new certified staff within Southern Plains are assigned a mentor and a coordinator. Coordinators and mentors are both given assigned tasks as to what should be discussed with the new staff member and what should just be done for them in order to support their transition as a new certified staff member.
- The staff member meets with the coordinator and mentor at least once a month.
- For the staff working in special education, training is provided for a half day per month to support the staff member with aspects specific to special education due process.
- Additional resources are available upon request for new staff such as books, opportunities to observe other staff or programs, or specific training of interest.