

Howard Lake-Waverly-Winsted Teacher Evaluation System



Marzano Teacher Evaluation Model

Howard Lake-Waverly-Winsted Schools

The system described in this resource is the Minnesota Marzano Teacher Evaluation Model, offered as a comprehensive approach to teacher evaluation that is coordinated and compatible with the Minnesota Teacher Evaluation Statute and the Minnesota Teacher Evaluation Default Model. This model will go into effect starting the 2014-2015 school year and is able to be revised annually. Requests for revisions need to be made through the District Leadership Team. Revisions to said document would require voter approval by the Teacher's Union and School Board.

The **Marzano Teacher Evaluation Model** presents a number of advantages to districts:

- Focuses evaluations on instructional elements shown by research to impact student achievement
- Incorporates data from a variety of sources for a well-rounded assessment
- Encourages continual improvements in instruction through deliberate practice
- Integrates Dr. Marzano's Casual Teacher Evaluation Model to build up evidence of effective instruction

The model presented here follows many of the procedures outlined in the MN State Default Model for Teacher Evaluation while using Dr. Marzano's domains, rubrics, scales, and evidences along with the iObservation Technology Tool.

This document intends to describe how the **Marzano Causal Teacher Evaluation Model** meets the state requirements and to assist districts in implementing the model.

MINNESOTA STATUTORY REQUIREMENTS

Minnesota's teacher evaluation requirements are contained in Minnesota Statute, section 122A.40 and 122A.41.

Purpose

The purpose of the evaluation is to improve student learning and success and to improve and support qualified teachers and effective teaching practices.

The evaluation is designed to improve teaching and learning by supporting the teachers in deliberate, instructional practices that improve student achievement. The evaluation process supports evaluators and peers in providing feedback that supports growth that is identifiable, consistent, and measurable. It supports growth through reflection in learning designs such as professional learning communities and/or professional portfolios.

MN Statute Requirements and Dr. Marzano's Model

The evaluation must satisfy the requirements set forth by the State of Minnesota regarding the Teacher Evaluation Model.

A school board and exclusive representative of the teachers jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers. This document addresses how the Marzano Model meets and supports the requirements where applicable.

1. *The teacher evaluation processes must provide the requisite evaluations for probationary teachers-three evaluations annually with the first within 90 days of employment.*

Annual teacher evaluations are designed to develop, improve and support qualified teachers and effective teaching practices and improve student learning and success.

The Marzano Teacher Evaluation Model is based on clearly defined protocols, scales and rubrics in a process that supports growth through refining practice, data from teacher and student evidence, and reflection by the teacher with peers and administration. The iObservation tool supports the efficiency of observation, calculation and sharing of data, development of growth plans, and reflections.

2. *Teacher evaluation processes must establish a three-year professional review cycle for each teacher that includes*

- An individual growth and development plan,
- Peer review,
- The opportunity to participate in professional learning communities, and
- Include formative and summative assessments with at least one summative evaluation performed by building Principal.

The entire Marzano Model was developed with the focus of developing a teacher who can provide effective, deliberate instruction that will have a positive impact on student achievement. To do this, a teacher needs to be given feedback in all of the areas described in the 4 domains and elements which make up the model.

Dr. Marzano's Teacher Evaluation Model is designed to be a formative AND summative system. The goal is continuous improvement of a teacher's deliberate practice, and this can only be accomplished through accurate, timely, and specific feedback throughout the year.

3. *Teacher evaluation processes must be based on professional teaching standards established in MN Rule 8710.2000.*

Dr. Marzano's Model is the causal model that identifies the effect that instructional practices have on student achievement. These practices align with the practices that make up the professional teaching standards.

4. *Teacher evaluation processes must coordinate staff development activities with the evaluation process and outcomes.*

The Marzano Model was designed as a growth model which occurs with ongoing, collaborative conversations and feedback integral in professional learning communities, peer coaching settings, and other forms of reflective professional learning designs. Specific outcomes in the model will be

supported by professional resources and training from the Marzano Center, Learning Sciences International .

5. *The teacher evaluation processes must allow school time for coaching and collaboration.*

The goal of the Marzano Teacher Evaluation Model is continuous improvement of a teacher’s skills, and this can only be accomplished through accurate, timely, and specific feedback throughout the year that a teacher can use to practice and improve his/her skills. The protocols for each element define the deliberate practices serving as a guide for coaching and collaboration in lesson planning and reflection. The model includes reflective prompts for coaching to move teacher practice to the next level of growth. Training in inter-rater reliability scoring and feedback supports effective coaching practices as well.

HLWW Professional Development Committee will continue to support and provide instructional rounds and professional learning communities. This provides purposeful practice time for teachers to deepen understanding, improve practice, and increase accuracy through collaboration.

6. *Teacher evaluation processes must include mentoring and induction programs.*

The HLWW school District provides a mentorship program for first and second year teachers. Details of this program can be found in the HLWW Mentorship Handbook. Systems of support for coaching and collaboration with learning designs such as instructional rounds and professional learning communities provide purposeful practice time for teachers to deepen understanding, improve practice, and increase accuracy through collaboration.

7. *Teacher evaluation processes must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers’ own performance assessment.*

In the MN Marzano Teacher Evaluation, the self-reflection begins the process with the teacher’s own self-assessment survey tool for guiding goals for development of the individualized Professional Growth Plans (PGP) within iObservation. The system connects data from multiple sources, from self-assessment and classroom observation results to information from student learning and achievement projects. Teachers use this data to inform their planning and analysis. As teachers identify explicit goals, iObservation recommends short, on-demand professional development resource items mapped directly to address the focus of the plan.

8. *Teacher evaluation processes must use an agreed-upon teacher value-added assessment where value-added data are available and state or local student growth measures where value-added data are unavailable as a basis for 35 percent of teacher evaluation results.*

Measurement of student growth will be 35% of the Howard Lake-Waverly-Winsted Teacher Evaluation Plan. Student growth will be averaged over a three year evaluation cycle.

25% Student Growth Based on Essential Standards

Throughout the 2014-2015 school year teachers will write essential standards and create rubrics to measure the student growth based on the essential standards. Essential Standards and rubrics will be ready for full implementation in the fall of 2015.

2) It is the responsibility of ALL teachers (classroom, specialists and those on special assignments) to ensure students meet the Minnesota State Tests so 10% of growth will be based off the building MMR (Multiple Measurement Rating).

10% State Tests Using Building Level MMR

- High School Staff - High School MMR
- Middle School Staff - Middle School MMR
- Humphrey School Staff – Humphrey School MMR
- Winsted School Staff – Winsted School MMR

9. Teacher evaluation processes must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible.

The Marzano Student Self-Reflection Survey may be used as one source of data to determine student engagement. Domain 1, Elements 24-32 and 36-38 are directly related to student engagement. However, it is important to consider that every element in Domain 1, when taught deliberately for evidence of student achievement, should demonstrate observable evidence of student engagement.

10. Teacher evaluation processes must require qualified and trained evaluators to perform summative evaluations.

Training for inter-rater reliability scoring and feedback to support effective coaching practices as well as accurate summative evaluations is provided by Learning Sciences International. The iObservation technical tool supports the efficiency of collecting and sharing data, development of growth plans, coaching prompts for teacher reflections, efficiency of observation, sharing of data, and calculation of summative data. Competencies will be assessed throughout the professional development process.

The goal of the Marzano Teacher Evaluation Model is continuous improvement of a teacher's skills, and this can only be accomplished through accurate, timely, and specific feedback throughout the year used by the teacher to improve practice. The clearly defined protocols accompanied by scales for each element serve as a transparent guide for coaching and collaboration in providing feedback. The model includes reflective prompts for coaching to move teacher practice to the next level of proficiency.

11. Teacher evaluation processes must give teachers not meeting professional teaching standards the support to improve with established goals and timelines.

HLWW Teachers not meeting professional teaching standards will have the option of selecting a peer coach to support them in their improvement process. This process will follow the requirements outlined in the Article V Section 8 of the Master Agreement and Minnesota statute 122A. 40. The state statute requires that the Teacher Evaluation and Peer Review Plan "must give teachers not meeting professional teaching standards...support to improve through a Teacher Improvement Process that includes established goals and timelines; and must discipline a teacher for not making adequate progress in the Teacher Improvement Process that includes established goals and timelines." The peer coach will function in a manner similar to mentors in the current mentorship program. This peer may serve in a coaching role and must be approved by the principal.

- This coach may be involved, if asked by the teacher, in any meetings and keep a log of minutes in order to document actions taken to assist the teacher and recommendations made by the

principal. The peer will not evaluate the teacher or the teacher's progress in the Teacher Improvement Plan.

- Peer coach/mentor observations or dialogues with the teacher are not recorded in writing, not reported to the principal, and are not part of the assessment of the results.
- The Peer coach/mentor may offer multiple strategies related to the improvement goals from which the teacher may choose and/or give direct observational feedback to the teacher.
- Strict confidentiality is to be maintained by the Peer coach/Mentor and no reference is made to the name of the teacher or school where the peer assistance is being provided.

B. Administrative Support-

Typically, a summative evaluation will happen at the end of the three-year cycle. If the principal sees an issue of concern or deficiency in the area of teacher standards of practice during teacher observations, the principal will inform the teacher in the post-observation meeting. The principal will specify in writing the area of concern or deficiency or the specific teacher actions or practices the teacher needs to improve upon. A teacher may receive a summative evaluation from the assigned principal at any time in response to performance concerns. Further observations may be assigned.

12. Teacher evaluation processes must discipline teachers who do not adequately improve.

If the principal determines the area(s) of concern is an ongoing pattern, or was an isolated occurrence during an earlier observation, they may allow the teacher additional administrator input or peer coaching and the opportunity to correct the areas of concern. If the teacher receives an "Unsatisfactory" rating on the summative evaluation, they may be placed on a teacher improvement plan (TIP). The purpose of the teacher improvement plan is to provide support and assistance to teachers who are not meeting standards of performance.

Creation of a TIP

The principal will explain the placement on a TIP in person, following the summative evaluation conference. The principal will schedule a meeting with the teacher and a representative from the EdMNLWW Teachers Association. (see attached document – TIP Form)

For classroom teachers and professional staff who work directly with students: The plan should focus on teaching, learning, and student results. Student needs and abilities should be assessed and implications for teaching determined before writing the goal/plan. For professional staff who do not work directly with students in a classroom setting: The plan should focus on how your work impacts/supports teachers and students."

TIP plans are developed to help teachers focus on area(s) where they need extra assistance to improve their practice. This activity replaces the individual Growth and Development plan for that teacher. A teacher remains in the Teacher Improvement Process until:

- The teacher improves in areas identified in the TIP plan; or

- The continuing contract teacher has had adequate resources and support with established goals and timelines to improve or meet performance standards, and has not done so.

Minnesota Statutes 122A.40. states that the District “must discipline a teacher for not making adequate progress in the Teacher Improvement Process that may include a last chance warning, termination, discharge, non-renewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.” In the case of improved performance, the teacher returns to the 3-year professional review cycle and completes an individual Growth and Development Plan.

Teachers not making adequate improvement will be disciplined in accordance of Article V Section 8 of the Master Agreement and Minnesota statute 122A. 40.

Appeals Process

The appeals process provides an avenue for a teacher to dispute being placed on a Teacher Improvement Plan (TIP) by the building principal. An appeals committee will be established, comprised of four people – two appointed by the superintendent, and two selected by the local union. This appeals committee shall hear the concerns from the teacher and examine the evidence and conclusion from the building principal. Individual members of the committee must recuse themselves from cases where they have a conflict of interest. Those committee members will be re-appointed.

A teacher may use the appeals process by notifying the building principal in writing of the intent to appeal within 10 contract days of receiving the disputed rating. In the appeal, the teacher states the factual basis for the appeal and identifies the evidence to support the appeal. Within 10 contract days of receiving the notice of intent to appeal, the appeals committee will meet. The teacher making the appeal will have the opportunity to present their evidence for the appeal. The building principal will share all pertinent evidence used to determine the disputed rating. Pertinent evidence may include the document and materials submitted by the teacher to the principal or as evidence of teacher practice, including but not limited to the teacher’s self-prepared portfolio, as well as the principal’s feedback from point of contact.

Within 10 teacher contract days following the meeting of the appeals committee, the committee will either (1) respond in writing to the appeal with a ruling or (2) request additional information in writing . If additional information is requested, the appeals committee must respond to the appeal with a ruling within 10 teacher contract days from the request of additional information.

Appeals Committee Ruling

The appeals committee may uphold or overturn the teacher being placed the TIP. The appeal is granted if three of the committee members conclude that the plan is not merited. If the appeals committee determines by majority vote that the teacher’s appeal is to be granted, the teacher will not be placed on a TIP.

If the appeal process exceeds the current contract year calendar days will be used for the remaining timelines.

Teacher Improvement Plan

Teacher's Name: _____ School Year: _____

Date: _____ Evaluator: _____

1. **Expectations Not Met:** The following area(s) from the standards of teacher practice did not meet expectations according to the summative evaluation rubric:
2. Specific teacher actions or practices that will result in the teacher meeting standards:
3. **Improvement Plan:** The following supporting strategies, professional development, or resources will be provided:
4. **The following timelines and benchmarks will be used for the TIP Target:**
5. **Measurements:** The tools that will be used to benchmark progress toward the TIP Target (specific, measurable, attainable, results-based, time-bound):
6. **Benchmarks:** To determine the TIP is ended and the teacher is no longer on the TIP:
7. **Evidence of Progress:** Data from measurements:
8. **End of TIP Review** Conducted by: _____

I have reviewed this Teacher Improvement Plan document with my administrator

Principal's Signature: _____ Date: _____

I have reviewed this Teacher Improvement Plan document with my administrator

Teacher's Signature: _____ Date: _____

*Failure to meet the requirements of the Improvement Plan will result in further disciplinary action pursuant to MN Statute 122A.40.

CC: Personal File

Research on the Marzano Causal Teacher Evaluation Model

The research base for the Marzano Teacher Evaluation Model is found in a number of works: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). The Marzano Causal Teacher Evaluation Model does not require a new set of skills or strategies; instead it is aligned to the professional teaching standards established in MN rule 8710.2000 and the MN Collaboration, Growth & Evaluation Default Model.

The Marzano Evaluation Model was designed using thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Research documents that were provided include: *Research Base and Validation Studies on the Marzano Evaluation Model* (2011), *Instructional Strategies Report: Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies* (August, 2009). Additional information is provided at www.marzanoevaluation.com.

Marzano's Teacher Evaluation Model as it correlates to The Teacher Collaboration, Growth, and Evaluation Model

The Marzano Teacher Evaluation Model is based on the *Art and Science of Teaching Framework* and aligns with the three major components in the state statute and in the MN Default Model; the Collaboration, Growth, and Evaluation Model: teacher practice, student engagement, and student learning and achievement. **Figure 1** illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities.

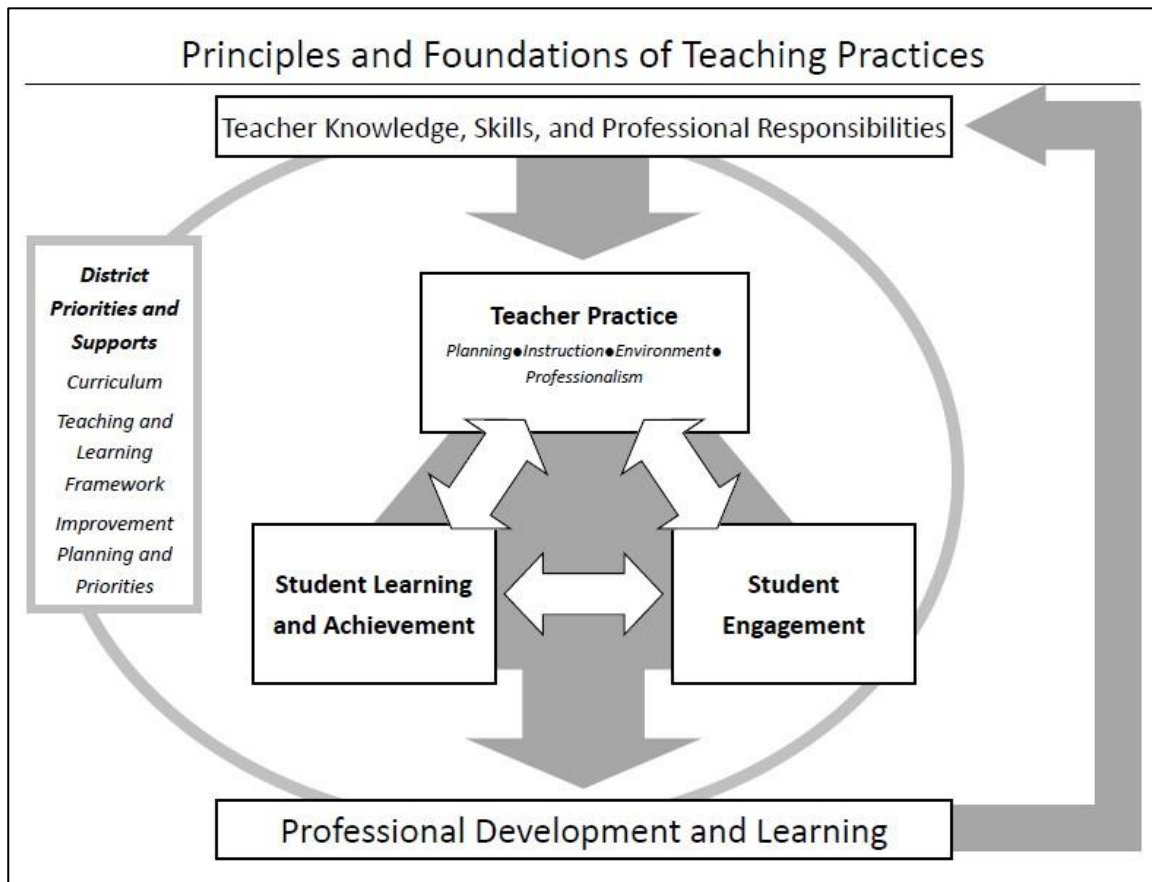


Figure 1: Principles and Foundations of Teaching Practices

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

Performance Levels

Ratings in these three components, when combined, will determine a teacher’s summative evaluation and performance rating according to the MN Teacher Evaluation Default Model. The Marzano Teacher Evaluation Model contains four summative performance categories for rating in accordance with the Minnesota requirements: Highly Effective, Effective, Needs Improvement, and Unsatisfactory.

Definition and Measurement of the 3 Components with the Marzano Teacher Evaluation Model

Table 1 defines each of the three model components, identifies model activities used to measure each component, and shows the weighting of each component in a teachers’ final performance rating. The Marzano Framework has been substituted for the framework used in the MN Default Model. Other than the 35% requirement for value-added data based on student growth measures, the district has determined the weight of the other two components are Teacher Practice 55% and Student Engagement 10%.

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	Defined by lesson segments and elements contained in the 4 domains: 1. Classroom strategies & behaviors, 2. Planning & preparing, 3. Reflecting on teaching, 4. Collegiality professionalism -protocols, scales and rubrics for each element defines the practice	Marzano's rubric & scale provide teacher & student evidence during: Observations Self-Assessment and Peer Review Teacher Portfolio (Optional)	55%
Student Engagement	Defined as an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive and affective components. It is influenced by the context of family, peers, community and school. Within the classroom, teachers can influence student engagement through their relationships with students (Domain 1, Elements 36-38), and the relevance and rigor of their instruction throughout Domain 1.	Marzano Student Self-Reflection Survey Domain 1, Elements 24-32 and 36-38 which are directly related to student engagement.	10%
Student Learning and Achievement	Defined as student outcomes as measured by the assessments that have the highest levels of confidence and commonality	25% Essential Standards Throughout the 2014-2015 school year teachers will write essential standards and create rubrics to measure the student growth based on the essential standards. Essential Standards and rubrics will be ready for full implementation in the fall of 2015 10% MMR rating	35%

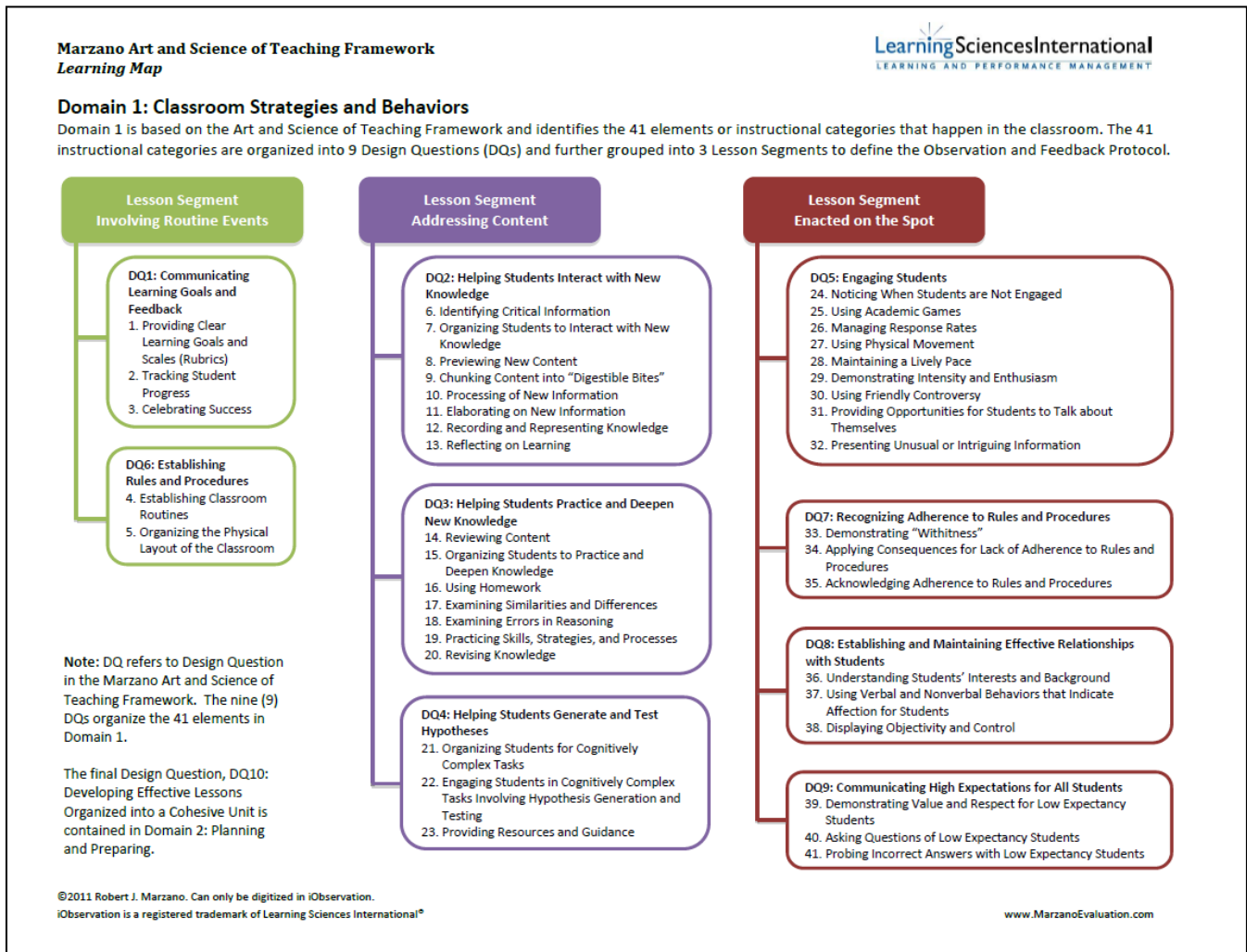
Table 1: How the MN Marzano Teacher Evaluation Model aligns to the Statute and the Components of the MN Collaboration, Growth, and Evaluation Model

Component One: Teacher Practice

In the Marzano Teacher Evaluation Model the teacher practice component is defined by Domain 1, Elements 1-41 in the Marzano Art and Science of Teaching Framework.

This framework includes four domains that are broken into lesson segments, design questions (DQ's), and elements. Domain 1 consists of the classroom strategies and behaviors that support the components of the state model for deliberate, instructional practices that will increase student achievement. Domains 2-4 support the teachers, peer reviewers, and evaluators in developing growth plans while addressing the intentional planning, and professional and collaborative practice required in the statute.

Marzano Art and Science of Teaching Framework Learning Map, page 1



Learning Map, page 2

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

- 47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

- 48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

- 49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

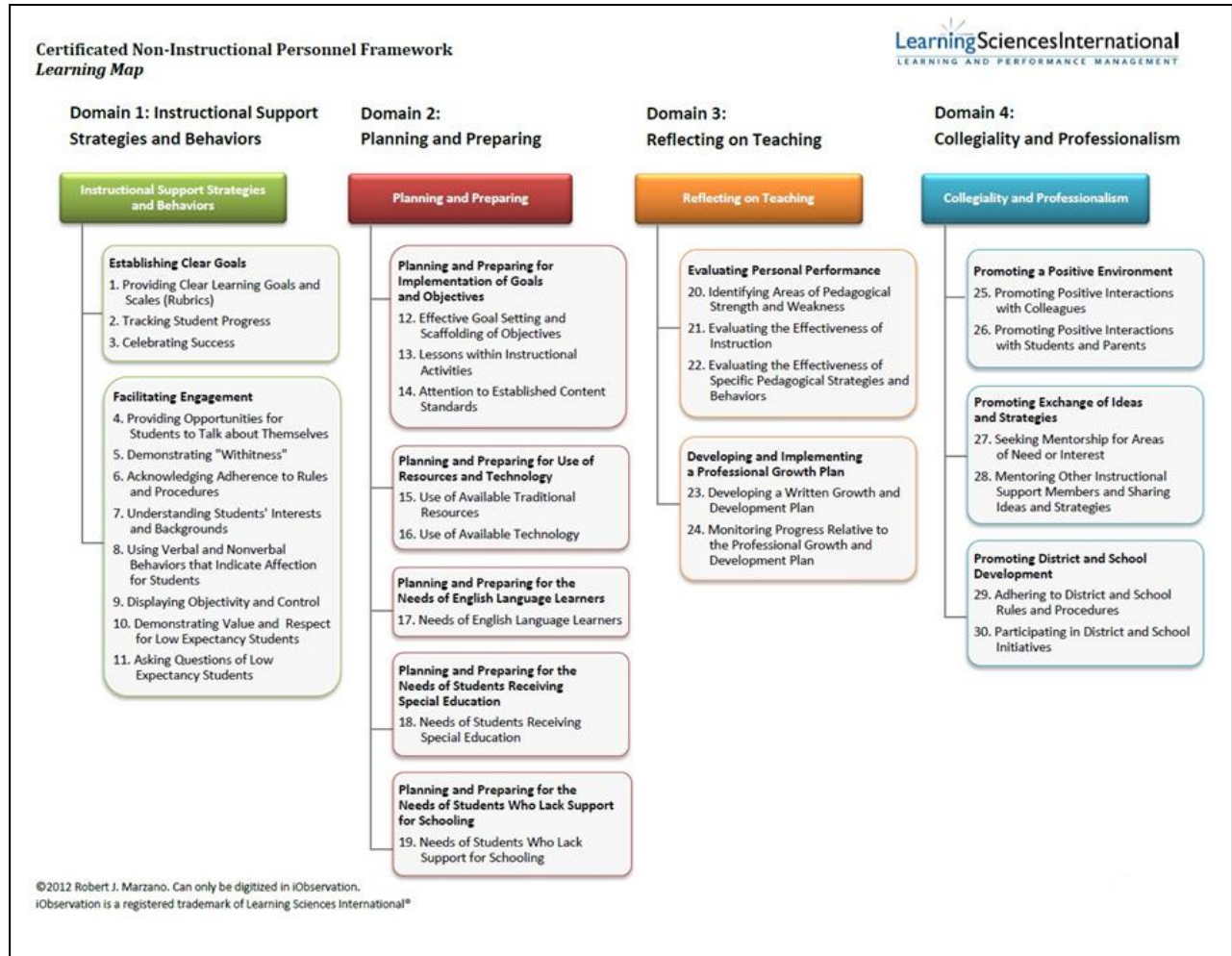
- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives

Learning Map for Non-Instructional Personnel

Audiologists, Behavior Specialists, Diagnosticians, District Staffing Specialists, Mental Health Counselors, Psychologist & Social Workers.



Scales and Evidences of Teacher Practice

Each of the elements in the Marzano Framework, is supported with a protocol and scale which define the skills and expectations in each instructional strategy by identifying teacher and student evidence of success. These are used by the teacher, peer reviewers, and summative evaluator in several evaluation activities including points of contact, the Individual Growth and Development Plan, and the self-assessment and peer review to document evidence and offer feedback. The teacher uses the framework and supporting protocols and scales related to each element in the Learning Map to guide lesson planning and reflection. (See the Art and Science of Teaching Observation and Feedback Protocol for specific scale.)



Developmental Scale Construct*

Innovating	Applying	Developing	Beginning	Not Using
The teacher gets 100% of students to the desired effect of the strategy by adapting/creating new strategies for unique student needs and situations	The teacher uses the strategy correctly, and monitors the majority of students to determine if the strategy has the desired effect	The teacher uses the strategy correctly	The teacher uses the strategy incorrectly or with parts missing	Strategy was called for but not exhibited

Component Two: Student Engagement

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

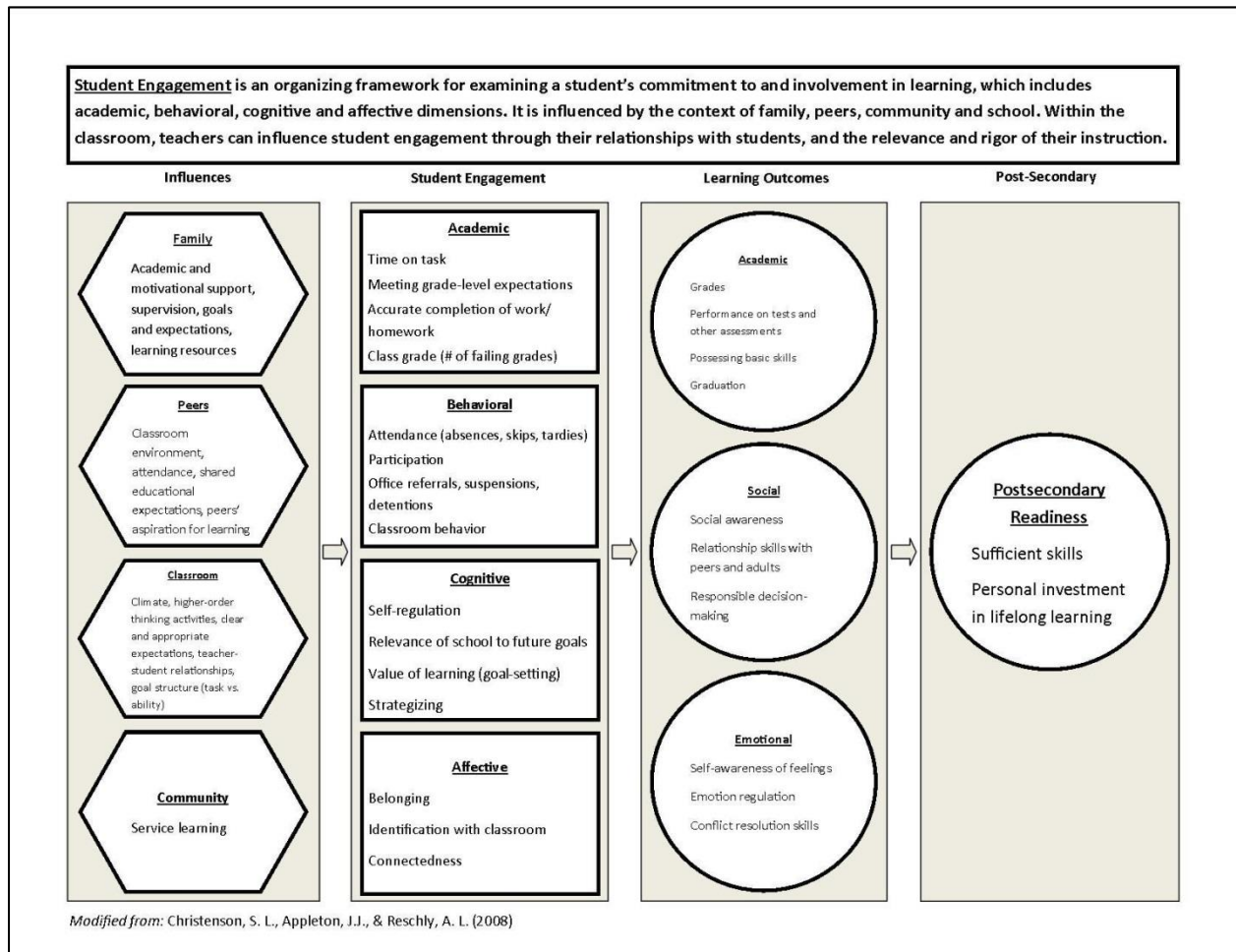


Figure 2: Definition of Student Engagement

If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students will be engaged at high levels. Evidence from a student engagement survey and other evidence of student engagement from observational data collected in Design Question 5 could make up the student engagement component. Marzano’s Student Self-Reflection Survey (specifically elements 24-32, 36-38) may be used for this survey. The summative evaluator uses longitudinal data from a student engagement survey and other evidence of student engagement with survey results at a rate determined by the district (MN State Model uses a weight of 20%).

Component Three: Student Learning and Achievement

Marzano's Causal Teacher Evaluation Model shows a high probability for increasing student achievement when research-based instructional strategies, defined in the Marzano Art and Science of Teaching Framework Domain 1, Elements 1-41, are used effectively. This domain consists of the classroom strategies and behaviors that support the components of the state model for deliberate, instructional practices that will increase student achievement. The Marzano Model was designed as a growth model that would drive teacher instruction by the student evidence necessary to demonstrate student learning and achievement. In the Marzano Model, teachers continually assess student achievement against standards and use the results to modify their practice, to intervene when students struggle, and to differentiate instruction.

Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student achievement data, so the student learning and achievement component is 35% of the final summative performance rating for a teacher.

Measurement of student growth will be 35% of the Howard Lake-Waverly-Winsted Teacher Evaluation Plan. Student growth will be averaged over a three year evaluation cycle.

25% Based on Essential Standards

Throughout the 2014-2015 school year teachers will write essential standards and create rubrics to measure the student growth based on the essential standards. Essential Standards and rubrics will be ready for full implementation in the fall of 2015.

10% State Tests Using Building Level MMR

It is the responsibility of ALL teachers (classroom, specialists and those on special assignments) to ensure students meet the Minnesota State Tests so 10% of growth will be based off the building MMR (Multiple Measurement Rating).

- High School Staff - High School MMR
- Middle School Staff - Middle School MMR
- Humphrey School Staff – Humphrey School MMR
- Winsted School Staff – Winsted School MMR

Because the Marzano Teacher Evaluation Model is a causal model, it clearly guides teachers providing clearly-stated learning goals and tracking student progress in the research-based instructional strategies for increasing student achievement.

Three-Year Professional Review Cycle

The Marzano Teacher Evaluation Model will be applied to a continuous three-year professional review cycle. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of data. There is an ongoing series of annual events in which a teacher engages:

- The process begins with a self-assessment and conversations to develop the Individual Growth and Development Plan. This is the recognition that all teachers can improve their practice by addressing areas of desired growth. Teachers may work individually, in professional learning communities, and in instructional rounds to address their professional development based on the data. The plan connects individual professional learning to the cycle. The Individual Growth and Development Plan is intended for the following purposes:

- guide individual learning strategies and peer review throughout the three-year cycle,
 - empower a teacher to plan her own individual professional learning,
 - focus individual professional development on outcome-based goals connected to student learning and engagement.
- Evidence of teacher practice is collected during each of the three years through self-assessment and peer review (instructional rounds), walk throughs, formal and informal observations. Throughout the process, all roles in the process are aware of teacher growth: the teacher, peer observers, and summative evaluator. This engagement and awareness is available through the individual teachers' Individual Growth and Development Plan, through individual reflection, attendance at professional learning communities or team meetings, tracking of teacher progress through iObservation data, and end-of-the-year conference.
- Self-assessment and peer review at the end of each year will inform Individual Growth and Development Plan revisions in years one and two and connect each year to the previous year in the three-year cycle.
- At the end of the three-year cycle, the building principal conducts a summative evaluation and determines a final summative performance rating. The summative evaluation updates a new Individual Growth and Development Plan for the next three-year cycle.
- The performance ratings are outlined on pgs. 16-18.
- Teachers in their third year of the evaluation cycle and all non-tenured teachers in 2014-2015 will be evaluated only on the Teacher Practice section.

Teacher Growth & Evaluation Three Year Professional Review Cycle

	Year One	Year Two	Year Three	
	Formative self-assessment Peer review (instructional rounds) Revision of individual growth and development plan	Formative self-assessment Peer review (instructional rounds) Revision of individual growth and development plan	Formative self-assessment Peer Review Summative evaluation by summative evaluator New individual growth and development plan	
Teacher Practice	Evidence of teacher practice is collected over the three years through self-assessment and peer review (instructional rounds), walk throughs, formal and informal observations, and the optional teacher portfolio.			The teacher receives a rating for teacher practice based on all evidence (55%)
Student Engagement	Evidence of student engagement is collected over the three years through various methods which may include student survey, as well as self-assessment and peer review (instructional rounds), walk throughs, formal and informal observations, and the optional teacher portfolio.			The teacher receives a rating for student engagement based on three years of survey data. (10%)
Student Learning and Achievement	The teacher receives an annual rating based on value-added data, and a shared performance goal (MMR).	The teacher receives an annual rating based on value-added data, and a shared performance goal, (MMR).	The teacher receives an annual rating based on value-added data, and a shared performance goal, (MMR).	The teacher receives a rating for student learning and engagement. (Total of 35%) 25% Essential Standards 10% MMR

Figure 3: The Three-Year Professional Review Cycle and the Components of the Final Performance Rating

Performance Level Ratings and Expectations on the Proficiency Scale

A teacher receives a summative evaluation at least once in the three-year professional review cycle depending on their years of teaching experience which is defined as categories:

- Category I represents nontenured teachers.
- Category II represents tenured teachers.

The proficiency scale is calculated based on a **status score** and a **deliberate practice score** in the Marzano Teacher Evaluation Model. The proficiency scale is divided into four levels which equate to the developmental/growth continuum of the elements in the Marzano Model: Innovating is a 4, Applying is a 3, Developing is a 2, Beginning is a 1 and Not Using is a 0.

iObservation will apply the weighting of each of the 4 domains, to calculate the final 'status' score in real time as observation data is entered into the platform (using Conjunctive Scoring).

The performance ratings are used for the final summative evaluation and demonstrated in Figure 4.

It is the expectation that a teacher is effective and continually improves practice. A teacher with a final summative performance rating of "Developing (2)" should be supported to improve through a rigorous Individual Growth and Development Plan and through the three-year professional review cycle. A teacher with final summative performance rating of "Unsatisfactory (1)" must be supported through the teacher improvement process and potentially disciplined according to Article V Section 8 of the Master Agreement and Minnesota statute §122A.40 and §122A.41 for not making adequate progress.

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

Student Engagement – 10%

The surveys and rubric for student engagement will be developed throughout the 2014-2015 school year and ready for full implementation in the fall of 2015.

25% Student Growth Based on Essential Standards

Throughout the 2014-2015 school year teachers will identify essential standards and create rubrics to measure the student growth based on the essential standards. Essential Standards and rubrics will be ready for full implementation in the fall of 2015.

10% State Tests Using Building Level Multiple Measures Rating (MMR) It is the responsibility of ALL teachers (classroom, specialists and those on special assignments) to ensure students meet the Minnesota State Tests so 10% of growth will be base

Proficiency Scale for All Categories

CI	Highly Effective(4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 65% at Level 4 and 1% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

CII	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	At least 75% at Level 4 and 1% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Figure 4: The Proficiency Scale for the two Categories of Teaching Experience

Teacher Growth and Evaluation Activities in the Process

Opportunities for instructional rounds and the building principal to gather evidence to provide feedback and for evaluation for the teacher’s growth and development will be collected yearly for review and continuation in the three year process. Every opportunity offers feedback in the areas of teacher practice as well as the impact of those practices on student learning and engagement. Opportunities for classroom observations and other activities that support a teacher’s growth and evaluation may include actual classroom visit with follow-up feedback conferences, instructional rounds, lesson study, etc. Every year of the three-year professional review cycle, a teacher defines the opportunities that would support their Individual Growth Plan.

In addition, there are required classroom observations for the building principal during the three-year cycle. He/she must conduct at least one formal observation cycle in the summative year of a teacher’s three-year cycle. The building principal is encouraged to define and conduct additional classroom observations beyond the required minimums to gather additional evidence and offer additional feedback.

To support the **mentorship/induction of a probationary teacher (Category 1)** into the profession or new district, the *probationary teacher* will have a *minimum* of three observations. One must be within the first 90 days of employment. In total, the Principal conducts a minimum of three observations annually with a probationary teacher. A description of the Growth and Evaluation Process is offered in Figure 5. For a **continuing contract/tenured teacher (Category 2)**, at least one formal observation will be conducted during the three-year professional review cycle.

Description of the Growth and Evaluation Process

For the purpose of the Marzano MN Teacher Evaluation Model, there are three types of observations: walk throughs, informal and formal.

The Informal Observation

- The first informal observation may be used as a practice observation unless the teacher requests that it be used in the evaluation process
- Can be announced or unannounced
- May or may not include an observation of the full class period.
The recommended minimum time for an informal observation is ten (10) minutes which is true of a walkthrough
- Performed by a trained observer
- No planning or reflection conference required
- While planning and reflection conferences are not required, observers should provide **timely and actionable feedback** to teachers regarding these observations.
- An informal, announced observation may be scheduled prior to the actual observation while an unannounced informal observation is not scheduled
- The informal observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting evidence to further inform the annual evaluation process

The Formal Observation

- Primary method for collecting evidence that will be used as a source of data for the summative evaluation
- Not the summative evaluation
The recommended minimum for a formal observation is thirty (30) minutes
- Performed by a building principal
- Includes a planning and reflection conference with the teacher
- These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations
- Both the planning conference and the reflection conference should be **scheduled at the same time the observation is scheduled** and should be conducted in a timely manner **(1-2 days preceding and following the observation.)**

Category 1 (nontenured): 3 Formal Observations per year

Category 2 (tenured): 1 Formal Observation every three years

Figure 5: Description of the Growth and Evaluation Plan

Domain 1 Training

All teachers, observers and evaluators will receive training through Learning Sciences International in the Art and Science of Teaching Framework for Domain 1.

- On-going training for Leadership Teams to support effective implementation of the Art and Science of Teaching Framework for Domain 1 in the school system. This includes understanding how beliefs and assumptions about principal, teacher, and student learning have an impact upon achievement and using the Marzano Framework to deepen our understanding of deliberate practice for instructional effectiveness
- Training in the use of iObservation for teachers, Leadership Teams, observers, and evaluators
- On-site professional development for the effective implementation of the Art and Science of Teaching Framework for Domain 1 in the classroom and with the support of external consultants, the Leadership Team, instructional coaches, and administrators for the teacher implementation of the model in the classroom.

Inter-rater Reliability and Scoring and Inter-rater Reliability and Feedback Training

All evaluators (building principals) will be trained to evaluate teachers in the system according to the MN Statute. The district will monitor teacher evaluations for consistency between Performance Scores and Student Growth Scores, and where discrepancies exist, additional training will be provided to the evaluator.