Teacher Development & Evaluation Plan
Lester Prairie District #424
2024-2025
Certified Employee Evaluation

Purpose:
The primary purpose of teacher evaluation in the Lester Prairie School District is to support the professional development needs of the individual teacher, and to improve instructional practice in the classroom. Also, to monitor and evaluate teacher performance as required by Minnesota Statute.

Plan and Layout:
The initial plan is for certified non-tenured employees who are in the observation cycle of the Certified Employee Evaluation Program, this includes all certified employees who are in their first three years of teaching or are newly hired by the Lester Prairie School District. The non-tenured certified employees will participate in a minimum of three observations during the school year. These observations will consist of two by the building principal and one by the Superintendent.

If a newly hired certified employee has earned a renewable contract (tenure) status in another district, that certified employee will still need to be evaluated three times a year until he/she reaches continuing contract status.

Certified employees who have earned renewable contract status at Lester Prairie School District will be formally observed at least once every 3 years, in addition to yearly points of contact. During this formal observation year, certified employees will participate in the summative evaluation process. This process will follow a cycle, using the observation and evaluation summary procedures. All staff members will set specific goals that will be covered during points of contact with peers and administration.

Guidelines
Observation:
A formal lesson observation (by administration) must consist of a minimum of 30 minutes of uninterrupted classroom observation, or one complete lesson. The formal lesson observation may be prearranged, which could include both a pre- and post-observation form or unannounced by the evaluator.

Forms will be maintained and available on the Frontline Evaluation program. If a certified employee is on an improvement plan or formal probation plan, the evaluator is required to maintain a file including observation notes and forms for the duration of the improvement period. All information will be stored in the employee file or the evaluation management system and is available for viewing by administration and the employee.

The Certified Staff Evaluation Summary:
An original, signed copy of the Certified Employee Evaluation Summary will be completed and available for each employee in the District Office and on the Frontline Evaluation program. The evaluator is required to include written comments on the Certified Employee Evaluation Summary form describing the criteria resulting in any element being marked as "needs improvement" or "unsatisfactory." Positive comments describing employee performance will also be included on the summary form.

Teacher Pre-observation Form:
The pre-observation form should be completed by the teacher prior to a formal planned evaluation period. The completed form must be submitted in Frontline at least 2 days prior to the scheduled observation and is used to set up and develop guidance during the lesson observation.

Teacher Post Observation Form:
The form should be completed by the teacher following each formal observation period. The completed form is to be submitted in Frontline at least 1 day prior to the scheduled post conference and is to be used to help focus the discussion at that conference.

The Post Conference:
The post-conference will be held within 5 teaching days of the formal observation, unless waived by both the teacher and the evaluator. Copies of the observation report and the evaluation summary shall be available in Frontline.

Rebuttal:
The certified employee may submit a written rebuttal to the evaluation summary and have it attached to the summary to be placed in his/her district employment file. The rebuttal shall be initialed by both the employee and the evaluator to signify mutual awareness of the contents.

Peer Assistance (Assigned Mentor):
Peer Assistance may be offered by the principal or superintendent whenever a certified employee is placed on formal probation. A written and signed statement shall be placed in the employee's district file if this assistance is declined. No information from the peer assistant regarding the performance of the teacher may be included in the teacher's summative evaluation report.

Individual Growth and Development Plan (Goals):
The professional development plan is a form to be completed annually by all certified employees. This plan, to be completed and submitted to the building administration via Frontline, will focus and direct the certified staff employee's professional growth until the observation/evaluation cycle has been completed. The goals may be adjusted or rewritten at any time. During off years, the plan will be used to focus and direct professional growth and will work in agreement with a staff created survey given to a majority of students, parents, and other staff members as needed and relative.

Verbal Correction:
Prior to receiving a mark of "development needed" in any element, the evaluator may provide a verbal warning, along with observable expectations for improvement and reasonable time to remediate.

Development Needed (Basic):
The evaluator is required to include written comments on the Teacher Evaluation Summary describing the criteria resulting in any element being marked as "development needed (basic)."
When a teacher receives written notice on an evaluation that his/her performance in one or more elements is deemed to "need improvement (basic)," a Professional Development Plan focused on improvement in those elements **may** result. The teacher will be encouraged to dedicate focused efforts to improve prior to the next observation cycle. Failure to show improvement in those elements on subsequent cycles **may** result in advancing to an "unsatisfactory" status. A ranking of "development needed" does not constitute a negative rating, but does show an area identified as a suggested area for positive growth.

Unsatisfactory Determination:
The evaluator is required to include written comments on the Teacher Evaluation Summary describing the criteria resulting in any element being marked as "unsatisfactory."
Whenever a teacher receives an evaluation on which his/her performance in one or more elements is deemed to be "unsatisfactory" by the evaluator, a Professional Development Plan or Formal Improvement Plan shall be developed in close collaboration with the evaluator. The plan shall focus on the area(s) that were deemed to have been "unsatisfactory" on the observation report.

Repeat Unsatisfactory Determination (Formal Improvement Plan):
Whenever a teacher receives a second evaluation on which his/her performance is deemed to be "unsatisfactory" in the same element(s) as cited in the previous evaluation **or** whenever a teacher receives a third consecutive evaluation citing **any** performance element as "unsatisfactory", the teacher may be placed on a Formal Improvement Plan (duration to be determined by the evaluator). The Formal Improvement Plan shall focus on the area(s) that were deemed to have been "unsatisfactory" on the evaluation. If the teacher has not completed the Formal Improvement Plan successfully, and if the evaluator has met the administrative support responsibilities cited in the Improvement Plan, the teacher may be advanced to Formal Probation by the School Board, upon the recommendation of the evaluator. A certified employee may be placed on formal probation and/or terminated when such action is determined to be criminal, grossly negligent, and/or violates the Code of Ethics for Educators.

Formal Probation:
The Formal Probation Plan will focus on those elements requiring improvement. Failure to successfully complete the Formal Probation Plan will result in the evaluator recommending to the School Board non-renewal or termination of the employee. According to District policy and State code, a final determination of non-renewal or termination requires approval by the School Board.

Points of Contact:
Points of contact will be required for all staff members. Points of Contact will refer to meetings between peers, administration, and other educational professionals as approved beforehand. *Points of contact may*

include: Planning Conference, Curriculum Review, Formal Observations (peer or administrative), Post-Lesson Conference, Video Lesson Review, Professional Observation/Conference, Series of Informal Observations, Annual Summary, Informal Observation, Student Survey Reflection, Data Conference or PLC meetings observed by administration.

Staff members who are probationary will need to complete nine Points of Contact each year, including at least six with administration, included in this will be three formal teaching observations.

Staff members who are tenured and on the third year of the cycle will need at least eight Points of Contact, including at least one formal teaching observation.

Staff members placed on an improvement plan will need the same number of points of contact as a probationary staff member.

Staff members who are not on the third year of the cycle will need to complete at least five points of contact with a minimum of two from administration and three from their peer reviewer, included in this will be reflection on student/staff survey results.

Administrative points of contact may be unannounced or pre-arranged. Staff may abstain from points of contact by creating a professional portfolio.

Peer Coach
The role of the peer coach is to complete three points of contact per year. Included in these points of contact will be "Goal Planning," "Goal Progress," and the "Summative Self-Assessment." Additional points of contact may be conducted based on personal preference.

Student Engagement Survey:
A student/stakeholder/staff reflection survey will be completed during the summative evaluation year of the cycle. This survey may be created by staff members and must be approved by the administration. The results of the survey are to be utilized to reflect on teaching practices and administration will discuss the results of the survey with staff members completing their summative evaluation. Sample questions for the survey will be available to staff members. Components of the survey may include engagement, safety, teacher comfort and approachability, enjoyment of the class. The survey may also include some form of student accountability questions, ex: I did my best in this class, I put forth my best effort, I came to class prepared each day.

Student Data:
Staff, peer coach, and administration will complete a data conference during the school year. The student data will need to be agreed upon between staff and administration and include some form of pre-assessment numbers or baseline, and post-assessment numbers. The data agreement will also need to include a timeline of the events. The data should be used to increase staff performance and focus, in turn improving student performance. Examples of student data could be: Specific assessments or tests, standardized assessments, completion of work, an additional student survey, school wide data of attendance, MCA's, AR, AM, or STAR (if related to specific goals).

Self-Assessment:
Staff members will complete a self-assessment each year. The self-assessment will be shared with their peer reviewer and administration. During year three of the staff evaluation or each year for probationary teachers, administration will meet with staff to evaluate and discuss staff self-assessment during their summative evaluation meeting. The results of this meeting will be discussed with staff members and include feedback on all areas observed by administration.

Professional Portfolio:
Professional portfolio option may be used to meet the needs of staff members who decide not to participate in points of contact. The portfolio would consist of the student engagement survey, student data, and agreed upon materials between the staff member and administration. More information on the professional portfolio is available in Appendix A.

Review of Teacher Evaluation Process
Staff may ask for a review of the process or amendments to be made through the meet and confer process as the school board is represented during these meetings. This evaluation process will be reviewed annually and utilize feedback given from staff to help facilitate this process. An agreement must be made between licensed teachers and school board prior to implementation.

APPENDIX A

Teacher Portfolio *(Optional)*
The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and reflections on professional growth. A teacher possesses the individual right to submit a portfolio to her summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

Portfolios will contain evidence such as the following:
- **Reflective statements;**
- **Evidence of participation in professional learning activities;**
- **Evidence of leadership;**
- **Evidence of collaboration with other educators and with families;**
- **Sample communications to families and other stakeholders;**
- **Self-Assessment and Peer Review forms;**
- **Student work samples;**
- **Examples of teacher work such as lesson plans;**
- **Videos of lessons;**
- **Student data including results of student learning goals.**

A portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. For example, a teacher may have received feedback from a peer reviewer(s) or summative evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working groups. Or, the teacher could offer a

reflection stating, "As a result of your feedback about students not working in groups, I intentionally planned activities in each unit where group work took on a greater role. I also revised my Individual Growth and Development Plan to include learning more about how to facilitate effective peer groupings."

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

Evidence of many practices, especially professional development and leadership activities, may not be collected using points of contact and other activities in the Model. A teacher is encouraged to collect and submit evidence in such areas.

A teacher choosing to submit a portfolio should align the evidence collected with the Performance Standards for Teacher Practice and the Individual Growth and Development Plan.

Subd. 8.Development, evaluation, and peer coaching for continuing contract teachers.

(a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district, consistent with paragraph (b), may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a school board and the exclusive representative of the teachers do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers:

(1) must, for probationary teachers, provide for all evaluations required under subdivision 5;

(2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher may be evaluated by a minimum of peer review;

(3) must be based on professional teaching standards established in rule;

(4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes;

(5) may provide time during the school day and school year for peer coaching and teacher collaboration;

(6) may include mentoring and induction programs;

(7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

(8) must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;

(9) must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;

(10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;

(11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and

(12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data under section 13.43.

(c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

2024-2025 PLC's-Based on Grade Level Groupings:

Must meet a minimum of 8 hours throughout the school year.

Elementary	Secondary
Staff Meeting Every 1st & 3rd Thurs. of month 7:35-8:00	**Staff Meeting** Every 1st & 3rd Friday of month 7:35-8:00
PLC Meetings Every 2nd & 4th Thurs. of month 7:35-8:00 (Academic or Behavior)	**PLC Meetings** Every 2nd & 4th Friday of month 7:35-8:00 (Academic or Behavior)

Pre-K, Kindergarten, and Grade 1

Helen Lester

Cara Cline

Whitney Dhoore

Jen Brandel

Grade 2 and Grade 3

Kelly Kramer

Hannah Boger

Morgan Hughes

Grades 4-6

Jake Oie

Emma Blashack

Sarah Harding

Taylor Bayerl

Derek Litzau

**Chris Bayerl and Jessica Flies = member of all K-6 PLC teams

7-8 Student Behavior

Danny Mages

Terri Helland

Jenn Smith

Claire Turner

Dave Rue

Amy Smith

Matt Thode

9-12 Student

Angelina Biondo

Katelyn Gosh

Alyson Winn-Lagergren
Julie Malady
Arlene Nowak
Matt Meyer
Rachel Raduenz
Mike Bjork
Amanda Wood
Marc Wawrzyniak

HS Academic
Math - A.Smith, J.Malady, Wawrzyniak
Science - Mages, Bjork
ELA/Spanish - J.Smith, Winn-Lagergren, Wood
SS - Raduenz, Turner, Nowak
PE/Music/Art/Tech - Thode, Gosh, Rue, Helland, Biondo, Meyer

Special Education
Mary Wenisch
Brian Malady
Wes Kapping
Anthony Frank

A form will be used to help keep meetings orderly. Feel free to create roles for members of the group.

The form will include: Members, Goals and Objectives (Overall and Meeting Date), What was accomplished?, How does it impact learning?, What next?

PLC Groups

All staff members will be responsible for creating 3 goals during the **2024-2025** school year. One communication related goal, one instructional related goal, and one professional development. Some type of technology should be involved in at least one of the goals.

All staff members will also create and utilize a student engagement survey, approved by administration, each probationary or summative evaluation cycle (Every year for probationary, every third year for tenured staff).

Probationary Teachers:

Probationary Teachers-3 formal evaluations completed by both the Superintendent & Principal, 15 walkthroughs, student engagement survey, PLC meetings, end of year summative evaluation, annual summary (self-assessment)

Mary Wenisch (year 1)

    Formals

Melissa	Mike	Mike

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

    Teacher Initiated

Melissa/Mike

Emma Blashack (year 1)

    Formals

Melissa	Mike	Mike

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

    Teacher Initiated

Melissa/Mike

Claire Turner (year 1)

    Formals

Melissa	Mike	Mike

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

    Teacher Initiated

Melissa/Mike

Sarah Harding (year 1)

Formals

Mike	Melissa	Mike

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Matt Meyer (year 1)

Formals

Mike	Mike	Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Taylor Bayerl (year 1)

Formals

Mike	Melissa	Mike

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Alyson Winn-Lagergren (year 1)

Formals

Mike	Mike	Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Jessica Flies (year 2)

Formals

Mike	Melissa	Mike

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Danny Mages (year 2)

Formals

Mike	Mike	Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Arlene Nowak (year 2)

Formals

Melissa	Mike	Mike

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Morgan Hughes (year 3)

Formals

Mike	Mike	Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Stage 1 Tenured Teachers:

Stage 1-Formal Observation Year in 2021-2022, Staff members: 1 formal observation, 15 walkthroughs, PLC meetings, student engagement survey, end of the year summative evaluation.

Kelly Kramer (2024-25, 2027-28, 2030-31)

Formals

Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike

Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

David Rue (2024-25, 2027-28, 2030-31)

Formals

Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated (end of year)

Melissa/Mike

Matt Thode (2024-25, 2027-28, 2030-31)

Formals

Mike

Walkthroughs

Melissa	Melissa	Melissa	Melissa	Melissa
Melissa	Melissa	Melissa	Melissa	Melissa
Mike	Mike	Mike	Mike	Mike

Teacher Initiated (end of year)

Melissa/Mike

Katelyn Gosh (2024-25, 2027-28, 2030-31)

Formals

Mike

Walkthroughs

Melissa	Melissa	Melissa	Melissa	Melissa
Melissa	Melissa	Melissa	Melissa	Melissa
Mike	Mike	Mike	Mike	Mike

Teacher Initiated (end of year)

Melissa/Mike

Marc Wawrzyniak (2024-25, 2027-28, 2030-31)

Formals

Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Angelica Biondo (2024-25, 2027-28, 2030-31)

Formals

Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Wes Kapping (2024-25, 2027-28, 2030-31)

Formals

Melissa

Walkthroughs

Mike	Mike	Mike	Mike	Mike
Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Teacher Initiated

Melissa/Mike

Cara Cline (2024-25, 2027-28, 2030-31)

    Formals

Mike

    Walkthroughs

Melissa	Melissa	Melissa	Melissa	Melissa
Melissa	Melissa	Melissa	Melissa	Melissa
Mike	Mike	Mike	Mike	Mike

    Teacher Initiated

Melissa/Mike

Brian Malady (2024-25, 2027-28, 2030-31)

    Formals

Mike

    Walkthroughs

Melissa	Melissa	Melissa	Melissa	Melissa
Melissa	Melissa	Melissa	Melissa	Melissa
Mike	Mike	Mike	Mike	Mike

    Teacher Initiated (end of year)

Melissa/Mike

Stage 2 Tenured Teachers:

Stage 2-Staff members: 10 walkthroughs, annual summary (self-assessment), peer review, PLC meetings.

Hannah Boger (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Julie Malady (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Amanda Wood (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Mike Bjork (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Helen Lester (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Christine Mattson (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Jake Oie (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Terri Helland (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Amy Smith (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Jennifer Smith (2026-27, 2029-30, 2032-33)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Stage 3 Tenured Teachers:

Stage 3-These staff members: 10 walkthroughs, PLC meetings, annual summary (self-assessment)

Chris Bayerl (2025-26, 2028-29, 2031-32)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Jen Brandel (2025-26, 2028-29, 2031-32)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Derek Litzau (2025-26, 2028-29, 2031-32)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Rachel Raduenz (2025-26, 2028-29, 2031-32)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

Whitney Dhoore (2025-26, 2028-29, 2031-32)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa

James Bettcher (2025-26, 2028-29, 2031-32)

    Walkthroughs

Mike	Mike	Mike	Mike	Mike
Melissa	Melissa	Melissa	Melissa	Melissa