

Pipestone Area School District

Educator Growth and Evaluation Plan

Revised 2019

Introduction

Welcome to Pipestone Area Schools. Professional growth and evaluation is a key element in improving the quality of education within the school system. What teachers do everyday matters. Research has shown that highly effective teachers follow through with three behaviors:

- Highly effective teachers challenge their students.
- Highly effective teachers create positive classroom environments.
- Highly effective teachers are intentional about their teaching.

Therefore, our goal at PAS is to create effective teaching in every classroom every day through an open, systematic, and effective evaluation model. The model is continuous and is aligned with the values and goals of the school district. This model is updated and improved over time. The model is based on the supervision and evaluation of educators and promotes a common language of learning among all staff and administration.

District Mission Statement

The Communities of ISD #2689 will be held accountable for the achievement of all learners by developing an educational program of excellence for lifelong learning.

District Vision Goals

Positive Environment; Interactive Teaching; Positive Parental Involvement in School; Up-to-date Technology; Enthusiastic Student/Teachers

Values

We believe that the evaluation process should:

- Follow a shared definition of quality teaching;
- Focus on improvement, self-discipline, personal and professional growth;
- Be a collaborative effort between professionals - administrators and teachers;
- Provide means for effective feedback;
- Recognize there is no single model educator;
- Integrate with staff development needs;
- Provide due process; and
- Appropriately address marginal and unsatisfactory performance.

Our Purpose

In general the purpose of the Educator Growth and Evaluation is:

- To continually assess teacher competency from an impartial position
- To promote teacher professional growth through effective feedback grounded in research and best practices and aligned with staff development opportunities
- To provide data as the basis upon which the supervisor and teacher, together analyze issues of importance in teacher performance.
- To create a common language of learning among staff and administration
- To provide guidance for administration in the employment of staff

District Team:

- Jeff Schelhaas – Middle School classroom teacher
- Richard Schroyer – High School classroom teacher
- Jen Evans – Elementary (Hill) classroom teacher
- Lisa Evans – Elementary (Hill) classroom teacher
- Kevin Enerson – Superintendent
- Melany Wellnitz – Director of Curriculum Teaching & Learning
- Toni Baartman – Elementary Principal
- Cory Strasser – MS/HS Principal

Rationale for a Teacher Evaluation System

The 2011 Minnesota State Legislature passed education policy regarding the evaluation of teachers set to begin in the 2014-2015 school year. In response to this legislation, Pipestone Area Schools has developed a comprehensive educator growth and evaluation system. According to the state law, certain requirements have been established within the comprehensive teacher evaluation system. The law “allows a school board and the exclusive representative of the teachers to develop, through joint agreement, a teacher evaluation and peer review process for probationary and continuing contract teachers.”

Tier I, II, and III Teacher – Performance Keys

- Requires a school board to adopt a plan for at least three written periodic evaluations of probationary teachers per school year.
- Requires the first evaluation to occur within the first 90 days of teaching service.
- Probationary teachers are assigned a mentor teacher to work with.
- Requires a probationary teacher to complete 120 days of teaching service each year during the probationary period.

Tier IV Teacher – Performance Keys and Yearly Checklist

- All teachers will have an annual performance assessment.
- Will complete a self-evaluation and meet with Instructional Coach as scheduled.
- Each year, 2/3 of the teaching faculty will be evaluated using Year 1 and Year 2 requirements. The other 1/3 of the teaching faculty will undergo the summative performance review found in Year 3.
- Continuing Contract faculty will be divided into three (3) groups and placed in year 1, 2, or 3 of the cycle beginning in the fall of each year.
- Principals will submit the summative evaluation process to the district office at the conclusion of the three-year cycle.

Year 1

1. Self-Evaluation to Set Professional Growth Goals
2. Classroom Observations
3. Evidence of Student Growth
4. Peer review process – through Instructional Coaches
5. Student engagement survey

Year 2

1. Self-Evaluation to Review and Establish Professional Growth Goals
2. Classroom Observations
3. Evidence of Student Growth
4. Peer review process – through Instructional Coaches
5. Student engagement survey

Year 3

1. Self-Evaluation to Review and Establish Professional Growth Goals
2. Classroom Observations
3. Evidence of Student Growth
4. Peer review process – through Instructional Coaches
5. Student engagement – Survey
6. Teacher Performance Review
 - a. Portfolio Development (optional)
 - b. Summative Rubric
 - c. Summative Conference
 - d. Summative Evaluation – Overall Performance Rating and Employment Status

The Domains

State Law requires adherence to four domains of performance standards of teacher practice: Planning; Environment; Instruction; and Professionalism. PAS meets these standards in the following domains based upon the Danielson Frameworks that forms the basis for the self-evaluation and evaluation rubric:

1. Planning and Preparation for Learning
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

The Principal

PAS will have qualified and trained administrators conducting the evaluation process. The building principal is responsible for collaborating with school staff to build the learning environment and make Pipestone Area Schools a highly reliable organization. The building principal shall complete regular observations and evaluations of teaching staff throughout the school year in accordance with the law. For example, unannounced walk-throughs monthly followed by feedback, either written or face-to-face.

What principals look for in walk-throughs:

- Learning goals – posted or stated
- Student engagement
- Asking students "what are you learning?"
- Climate, tone and atmosphere
- Instructional strategy – included but not limited to: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and test hypothesis, and questions, cues and advance organizers.
- Technologies being used by both the educator and the student

The Teacher/Licensed Professional

Teachers are to provide an environment conducive to student learning, safety and growth. Likewise, teachers are expected to grow and learn as professionals. They are to collaborate with colleagues and the building principal to solve problems and create a great school. To accomplish this they are to take advantage of Instructional Coaches, PLC's, and/or district staff development opportunities.

Teacher Professional Improvement Plan

If a teacher is not meeting the expectations of the School District as determined through the administrator evaluation process, a professional improvement plan will be developed. Simply not achieving a goal does not warrant a professional improvement plan.

Role of Staff Development

The supervision and evaluation of staff sets the tone for the selection of staff development activities. The staff development committee will align district in-service and training with the educator growth and evaluation model.

Resources

Developed in conjunction with SW/WC Service Cooperative Workshops and Networking sessions in 2013-2014.

@ Copyright 2005 Dr. Ed Porthan, Embracing Excellence and Dr. Marv Erhardt, NO LEAD Center. All rights reserved.

Marshall, Kim, "Rethinking Teacher Supervision and Evaluation." (Jossey-Bass, 2009)

"Changing the Odds for Student Success: What Matters Most" A special issue of Changing Schools, Bryan Goodwin, McREL

Danielson Frameworks, Charlotte Danielson