

Performance Appraisal System for Licensed Staff

Definition of Terms

Appraiser: A building principal, properly licensed supervisory designee, departmental administrator, or supervisor who is responsible for supervising and evaluating a teacher. Building Principals/designees are responsible for the evaluation of all teachers currently assigned to their buildings. Assistance may be sought from other administrators/supervisors, as appropriate.

Continuing Contract Teachers: Tenured teachers who will be formally appraised every three years.

Course/Program Understandings: What students should know, understand and be able to do as a result of the study of a course program.

Data Collection: Teachers and appraisers using a variety of methods, including classroom observations, collect information to assess progress towards goals. Data collection is an integral component of the performance appraisal system.

Essential Learnings: The big ideas in a content area that all students need to understand.

Four Instructional Domains: *Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.* All four domains will be addressed in the summative phase. They are divided into components.

- **Components:** Teaching actions, behaviors, or demonstrated skills to be assessed. They are further divided into more specific elements.
- **Levels of Performance:** *Unsatisfactory, Basic, Proficient, and Distinguished.* The teacher's performance in selected elements, are matched to the criteria listed beneath each level to determine appropriate placement.

Formative Phase: During this phase, data is collected by the teacher and appraiser to determine progress toward goals. A Self-Assessment will be completed by the teacher during the high-cycle year. Each Formative Observation will consist of the following: a Pre-Observation Planning conference with goal setting aligned with the building's School Learning Improvement Plan, observation, and Post-Observation Conference. Informal notes and records of teacher performance will be collected throughout this phase.

Guaranteed and Viable Curriculum: What we decide is imperative to teach – a curriculum that we communicate and assure to all groups. The focus is on what is essential vs. what is supplemental to teach.

Goal-Setting: During High Cycle, teachers and appraisers will mutually establish professional growth goals for the school year. The goals selected will be in alignment with the building's School Learning Improvement Plan. During Self-Appraisal, teachers also select goals for professional growth (individual growth and development plan – MN Statue 112A.40, Subd. 8 (b)(2)).

High Cycle Phase: Teachers are formally evaluated during this stage of the process. Teachers will be appraised using the four instructional domains. The two phases of this stage are the "Formative Phase" and "Summative Phase."

High Cycle Summative: Appraisers and teachers will review the summative appraisal during a conference before the end of the school year. The teacher will receive a personal copy of the Summative Conference Form and the original is forwarded to their district personnel file. If the appraiser demonstrates that the teacher is in need of professional improvement, the teacher may be assigned assistance for the upcoming year. The teacher could be placed on Formal Appraisal again. All four domains will be addressed on the Summative Conference Form.

Learning Targets: Clear and specific understandings that students learn as a result of direct instruction and learning activities to ensure that students develop proficiency with content goals. Students can demonstrate their learning through the following targets: Know and understand, reason, performance skills, and products.

Peer Evaluator: A trained evaluator through the Q Comp program who conducts licensed staff observation/evaluation to determine participant performance level regarding Q Comp appraisal standards.

Peer of Choice: An educator with like, equal, or similar position who works collaboratively with the Peer Evaluators to review the process and standards needed for a successful licensed staff observations/evaluation. Peer of Choice must receive annual training.

Portfolio: An optional portfolio may be used to provide additional information demonstrating evidence of a level of proficiency or better on the rubric components. The portfolio format may be either electronic or in hard copy. The portfolio may include, but not limited to, items such as student work samples, teacher forms, and videos.

Post-Observation Conference: Teachers and appraisers review data collected during the observation and make decisions regarding remaining observations.

Pre-Observation Conference: Teachers and appraisers meet to discuss.

Pre-Observation Planning & Goal Setting: At the first conference, teachers identify areas of focus leading to improved student learning based on student data, the school learning improvement plan and best practices in teaching. The teachers, along with the support of the appraisers, establish goals.

Probationary Teachers: Probationary teachers will be on Formal Appraisal in each of their probationary years. A Formative Observation Report will be completed by approximately October 31 (within the first 90 days of employment), January 15, and March 1 for each of those years. A Summative Conference Form will be completed by March 31 of each of those years.

Professional Learning Community: All licensed staff will be part of a Professional Learning Community consisting of other educators working with similar content and/or common students.

Q Comp (Quality Compensation Plan): The agreed upon alternative teacher compensation plan between the school board and union as allowed by MN state law. This plan is a collective recognition of the need for transformative, innovative thinking in pursuit of district goals. It involves a set of teacher observations/evaluations that promote job imbedded staff development.

Q Comp Summative Phase: For those on Q Comp – focus is on learning.

Rubric: The descriptive category used to evaluate teachers' performance. It defines *unsatisfactory*, *basic*, *proficient*, and *distinguished* performance values.

Standards: The term “standards” is to be related to the Minnesota Education State Standards as dictated by the Department of Education.

Student Engagement: A framework for examining a student's commitment to and involvement in learning, including academic, behavioral, cognitive, and affective components. Student engagement is influenced by family, peers, community, and school. Teachers can influence student engagement through their relationship with students and the relevance and rigor of their instruction.

Student Achievement Plan:

Summative Observation Conference: Appraisers and teachers will review the summative appraisal during a conference before the end of the school year. The teacher will receive a personal copy of the Summative Conference Form and the original is forwarded to their district personnel file. If the appraiser demonstrates that the teacher is in need of professional improvement, the teacher may be assigned assistance for the upcoming year. The teacher could be placed on High Cycle again. All four domains will be addressed on the Summative Conference Form for those on High Cycle. For those on Q Comp – focus is on learning.

Teacher Assistance Plan: Principal or Supervisor will assist teachers having performance difficulties by using an appropriate level from the teacher assistance plan. The goal of this is to provide the necessary support to help teacher improve their teaching.

Thinking Skills: Teacher's activities integrate several types of thinking skills and varied levels of strands and supports student choice in establishing activities that meet individual learning targets.

Three-Year Cycle: A tenured teacher's summative evaluation is completed every third year by an administrator. During the three-year cycle a tenured teacher will be on Q Comp plan for two years and on high-cycle for the third year.