



Stillwater Area Public Schools

Teacher Development and Evaluation Plan

*An Informational Summary Jointly Prepared by the St. Croix Education Association
(SCEA) and District 834 Administration*

(April 2014)



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Additional Questions and Answers available online at www.stillwaterschools.org/TDEP



Teacher Development and Evaluation Committee

The District 834 Teacher Development and Evaluation Committee was formed in December 2011. Committee members thank you for taking the time to become informed about this plan and welcome any questions you may have.

Administrative/School Board Representatives	SCEA Representatives
Mark Drommerhausen, Lily Lake Principal	Wayne Feller, District Technology
Jim Gillach, Oak-Land Assistant Principal	Jessie Frederickson, Oak-Land Teacher - English
George Hoepfner, School Board	Paula Harrison, Lake Elmo Teacher - Phy Ed
Becky Keller, HR Generalist	Josiah Hill, SCEA President, SAHS Teacher - English
Ryan Laager, Secondary Executive Director	Derek Olson, Afton-Lakeland Teacher - 6th grade
Malinda Lansfeldt, Elementary Executive Director	Lisa Schoelerman, ALC - Special Education
Cathy Moen, Director of Administrative Services	Andrea Schueler, SAHS Teacher - Spanish
	Sally Steneman, ECFC Teacher - Early Childhood Educator
	Roger Stippel, SAHS Teacher - Social Studies
	Andrea Vizenor, Stonebridge Teacher - 6th grade

Overview of the Teacher Development and Evaluation Plan (TDEP)

During a special session in the summer of 2011 (and updated in 2013), the Minnesota Legislature passed new statewide TDEP requirements. Under the requirements, all public school districts in Minnesota must have a TDEP that meets statutory requirements in place by the 2014-15 school year. The plan could be locally developed by school boards and teachers or it could be the state plan or a hybrid of the state plan with locally determined elements. The school board and the teachers' union must agree and document the components and implementation of the plan.

According to the statute, the plan must include:

- a three-year professional review cycle with a summative evaluation in the third year, an individual growth and development plan, a peer review process and the opportunity to participate in a professional learning community;
- support and evaluation of all probationary teachers;
- professional teaching standards;
- an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth;
- state or local measures of student growth as a component of the teacher evaluation, as well as longitudinal data on student engagement and other student outcome measures aligned with the curriculum for which teachers are responsible, and
- a teacher improvement process for teachers not meeting professional standards that includes established goals and timelines with appropriate discipline for teachers not making adequate progress.

A core group of teachers, administrators and Board members attended state-sponsored meetings to clarify the requirements of the legislation. The information obtained through meetings and other trainings was shared with the larger committee, who took that information, combined with the required components, and worked together to create the TDEP for District 834. During the initial stage of the committee's work, the following purpose statement was collaboratively developed to guide the work of the committee:

The primary purpose of teacher evaluation in ISD 834 is to foster professional *growth and development*, operating within a framework of collaboration and trust. The main outcome of such evaluation is *improved student learning through strengthened educator practices*.

Development of the initial plan was completed in July of 2013. In the fall of 2013, approximately 80 teachers were trained and participated in a pilot program to test the peer review portion of the TDEP, which has taken place over the course of the 2013-14 school year. Building administrators also implemented the new plan with all probationary and tenured teachers in their formal year of the evaluation cycle. As a result of this work, we have been able to test systems and processes, and make adjustments where needed to ensure that the process works effectively. We will continue to monitor the plan throughout the implementation year (2014-15) and make further changes and improvements as needed.



Three-Year TDEP Process

Process for Continuing Contract (Tenured) Staff		
Timeline	Years 1 and 2 Peer Review	Year 3 Formal Evaluation (by Trained Evaluator)
Spring (prior year)	Personal reflection and goal setting, selection of peer review partner	Personal reflection and goal setting
Fall (by October 1)	Finalization of individualized growth and development plan	Finalization of individualized growth and development plan
Fall	Peer reviewer planning meeting, classroom observations and feedback	
Fall/Winter (by December 15)	Administrator walk-through (A building principal or district administrator)	Administrator walk-through (A building principal or district administrator)
Fall/Winter (by December 15)	Classroom observations and feedback (within one week of observation)	
Winter	End of semester data collection	End of semester data collection
Winter/Spring (by April 22)	Peer reviewer planning meeting, classroom observations and feedback or Peer Review Alternate Option	Additional walk-throughs as determined by administrator and/or employee
Spring (by May 15)	Personal reflection and goal setting for upcoming year	<ul style="list-style-type: none"> • Pre-observation meeting • Classroom observation • Post-observation meeting • Summative • Personal reflection and goal setting
Spring	End of semester data collection	End of semester data collection
Summer	Principal review, agreement on goals and peer reviewer for upcoming school year (year one only)	Principal review, agreement on goals and peer reviewer for upcoming school year

The following are the evaluation “cycles,” dependent on where each teacher is in the process for 2014-2015:

Year	Cycle 1	Cycle 2	Cycle 3
2014-15	Year One	Year Two	Year Three
2015-16	Year Two	Year Three	Year One
2016-17	Year Three	Year One	Year Two
2017-18	Year One	Year Two	Year Three

Process for Probationary Staff

Timeline	Year 1 Formal Evaluation (by Trained Evaluator)	Years 2 and 3 Formal Evaluation (by Trained Evaluator)
Full Year	Mentor Induction Program	
Fall (by October 1)	Develop individual growth and development plan	Finalization of individualized growth and development plan
Fall (by November 1)	<ul style="list-style-type: none"> • Walk-through #1 (Building or district admin) • Pre-observation/evaluation conference #1 • Formal observation #1 • Post observation meeting #1 	<ul style="list-style-type: none"> • Walk-through (Building or district admin) • Pre-observation/evaluation conference #1 • Formal observation #1 • Post observation meeting #1
Fall/Winter (by December 15)	Peer Learning Visit	Peer Learning Visit
Winter (by January 15)	<ul style="list-style-type: none"> • Walk-through #2 (Building or district admin) • Pre-observation/evaluation conference #2 • Formal observation #2 • Post observation meeting #2 	<ul style="list-style-type: none"> • Pre-observation/evaluation conference #2 • Formal observation #2 • Post observation meeting #2
Winter	End of semester data collection	End of semester data collection
Winter (by March 15)	<ul style="list-style-type: none"> • Walk-through #3 (Building or district admin) • Pre-observation/evaluation conference #3 • Formal observation #3 • Summative • Post observation meeting #3 	<ul style="list-style-type: none"> • Pre-observation/evaluation conference #3 • Formal observation #3 • Post observation meeting #3
Winter/Spring (by April 15)	Peer Learning Visit	Peer Learning Visit
Spring	End of semester data collection	End of semester data collection
Spring (by May 15)	Personal reflection, goal setting and peer observation (if renewed)	Personal reflection, goal setting and peer observation/peer reviewer (if renewed)
Summer	Principal review, agreement on goals and peer reviewer for upcoming school year	Principal review, agreement on goals and peer reviewer for upcoming school year

Student Engagement and Connection

As part of the TDEP process, all teachers are required to collect longitudinal data related to student engagement and connection to share with their administrator during the summative evaluation.

Definitions:

- Longitudinal data is information collected repeatedly over time.
- Student engagement and connection examines a student's commitment to learning and includes academic, behavioral, cognitive and affective components.

Teachers are responsible for collecting data related to student engagement and connection for three years. This longitudinal data will then be shared with their administrator during the summative evaluation. Some sources for student engagement and connection data may include:

- Six question survey of all students in grades four through 12 at the school or classroom level
- Observations by trained evaluators on any of the following elements:
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing of lessons
 - Student enthusiasm, interest, thinking and problem-solving
 - Student behaviors when engaged in learning tasks that require high-level student thinking
 - Student motivation and persistence on challenging tasks
- Observations in which a teacher monitors his/her students for evidence of engagement and connection and then reflects on the experience



Student Growth Data

As part of the TDEP process, all teachers are required to collect student growth data from assessments to share with their administrator during the summative evaluation.

Some sources for student growth data may include:

- Standardized assessments such as MCA, MAP, ACT, etc.
- Common and/or formative assessments
- Student achievement goals from Individual Growth Plans



What are the major differences between the MDE and District 834 Evaluation Plans?

There are four major differences between the two plans:

Components	MDE Plan	District 834 Plan
Weighted elements	Percentages are assigned to certain elements, such as teacher practice and student engagement. The elements are “weighted” and a final summative numeric score is produced.	A holistic summative approach is used when looking at teacher practice and student engagement. By statute, 35% of the summative evaluation must be based on student achievement data. Observations by trained evaluators and student engagement data will supply the remaining 65% of the evaluation resulting in one of four summative classifications: Distinguished, Proficient, Basic, or Unsatisfactory. No final numeric score or ranking will result.
Evaluators	Administrators and teachers can evaluate teachers.	Only individuals currently employed as administrators can evaluate teachers.
Student achievement goals	A traditional classroom lens is used to look at student achievement data.	Staff members will set three goals each year surrounding student achievement. The goals are established at the following levels: <ul style="list-style-type: none"> • Individual • PLC/Grade Level/Common Course • Building <p><i>Note: Ongoing work will expand to include other types of educational environments including those of counselors, student advocates, school psychologists, early childhood educators, and some special educators, nurses and other licensed staff.</i></p>
Student engagement and connections	A student survey for collecting data on student engagement and connection is required.	A student survey will be used to collect data on student engagement and connecting for grade four through 12 and work will continue to create a tool for measuring the engagement of younger students (Early Childhood through grade three) for later implementation.

Where can teachers find the MDE Plan?

The MDE Plan is available on the Minnesota Department of Education website. Click on the link for more information.
<http://education.state.mn.us/MDE/EdExc/EducEval/TeachEval/index.html>

Questions and Answers

Who created the District 834 Plan and what was the process?

The district's plan was created by a committee of members of the teachers' union and administrators. The group met from December 2011 through April 2014 to work through and agree upon the plan's basic structure and elements. A pilot was run during the 2013-2014 school year to test the process and gather feedback from teachers and administrators regarding potential improvements.

Who will evaluate teachers?

Only an individual who is employed as a licensed administrator in the district can evaluate teachers. In most cases, this individual is the building administrator or a member of the administrative team.

If a teacher works in two different buildings, which administrator will do the observations and the summative evaluation?

A conversation will be held between administrators and Human Resources to determine what would be most appropriate, given the responsibilities and FTE between the school sites. Each teacher will only have one summative evaluation. Generally, a teacher will be evaluated by the administrator at the building at which they spend the majority of their time.

What standards of performance will administrators use to evaluate teachers?

The 5D+ Evaluation system will be used for all self-evaluations and formal evaluations conducted by administrators.

Is there a rubric within the 5D+ Evaluation System for the evaluation of individuals who hold positions as a school counselor, school psychologist, nurse, student advocate or Early Childhood educator?

No. There is not currently a rubric within the 5D+ Evaluation system for these positions. Due to the fact that rubrics for these types of positions do not currently exist within the 5D+ Evaluation system, during the 2014-15 school year we will be working with committees of teachers who hold these positions to develop effective rubrics to provide meaningful feedback, specific to such positions.

How will I be evaluated during the 2014-15 school year, if I hold a position as a school counselor, school psychologist, nurse, student advocate or Early Childhood educators?

If you hold one of these positions, and you are under continuing contract and would have been formally evaluated (year three of the evaluation cycle) during the 2014-15 school year, your formal evaluation year will be delayed by one year, and you will be formally evaluated during the 2015-16 school year, using the rubric developed by the working committees during the 2014-15 school year. Probationary teachers will continue to be evaluated using the same evaluation tool as has been used in the past.

How will special educators be evaluated?

For special education teachers where the 5D+ Evaluation system is applicable, it will be used. For others, a committee of teachers and administrators will convene during the 2014-15 school year to develop rubrics to provide them meaningful feedback.

How often will continuing contract teachers be evaluated?

Tenured teachers will be formally evaluated by a licensed administrator once every three years.

Who decides which year the summative evaluation with an administrator will occur?

All District 834 teachers are currently in a three-year evaluation cycle and will continue to be under the new TDEP. Teachers in Year Three of the cycle will be formally evaluated by a building or district administrator.

What happens if a teacher does not agree with the administrator on the summative evaluation?

The teacher and the administrator will discuss the results of the observations and evaluation at the summative meeting. Following the discussion, if a teacher disagrees with the administrator's evaluation, he/she may indicate his/her disagreement in the comment section of the summative evaluation form.

What happens if a teacher does not meet the standards of performance in the summative evaluation?

Teachers not meeting standards of performance will use the Teacher Improvement Process, which includes an improvement plan, goals and timelines. Administrators work with Human Resources to determine disciplinary action when a teacher does not make progress in meeting performance standards.

After a probationary teacher becomes a continuing contract teacher, does that teacher have to be evaluated again?

Although the teacher will move into the TDEP process for continuing contract teachers, the teacher will not be formally evaluated again until the third year out from the final probationary year. For example: If the teacher became a continuing contract teacher in the fall of 2015, the teacher would be evaluated again by an administrator during the 2017-18 school year. A principal may adjust the schedule to help maintain a balance in the number of teachers evaluated in each year.

Whom should teachers contact if there are questions?

You may contact Josiah Hill at hillj@stillwater.k12.mn.us or at 651.717.5430 or Cathy Moen at moenc@stillwater.k12.mn.us or at 651.351.8311 if you have questions.



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