Westbrook Walnut Grove Schools #2898

WWG District Strategic Plan to Support Teaching and Learning Aligned with Comprehensive Achievement and Civic Readiness.
2024-2025

SUPERINTENDENT: Loy Woelber

The updated 2024-25 World's Best Workforce plan was approved by the District 2898 School Board on November 18, 2024. It is prepared by the District Advisory Committee and School Site Teams to inform residents about developments in curriculum, instructional practices and student learning throughout the district.

This plan is reviewed and approved by the School Board. A copy of this is available on the district website at www.wwgschools.org
This plan contains the following information and more from the 2024-25 school year.

- Advisory/Staff Development Committee

- District 2898 School Board Members

- Mission/Vision / Belief Statements

- Student Achievement Goals

- Literacy Plan

- Achievement and Integration plan

- District teacher mentoring plan

- Professional Growth Plan for Teachers

- Revenue Allocated

Go Chargers!

Thank you for the following staff for their dedicated service on the District #2898 Staff Development Committee/Curriculum and Instruction Advisory Council during the 2024-25 School Year:

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Loy Woelber	Superintendent	X
Sam Woitalewicz	HS Principal	X
Derrick Jenniges	Elementary Principal/Parent	X
Tyler Hansen	School Board Member	X
Greg Madsen	School Board Member	X
Kelly Quade	Elementary Teacher/Parent	X
Courtney Locke	Tech Integration/Testing Coordinator	X
Renae Krentz	Community Member	
Nikki Jorgensen	Elementary Teacher/Parent	X
Mandy Dibble	HS Teacher/Parent	X
Adrienne Kletscher	HS Teacher/Parent	

Jamie Olson	Elem Teacher	
May Thao	High School ELL Coordinator/Parent	X

Westbrook Walnut Grove Public Schools Board of Education:

Greg Madsen - Board Chair

Jim Kleven -

Dan Warner -

Maury Kuehl -

Becky Foster -

Dave Hemp -

Tyler Hansen -

The Westbrook Walnut Grove Board encourages:

● A partnership between students, parents, educators, and the community based on a commitment for success and achievement.

● Students who graduate with the ability to learn and enthusiasm, respect, and self-discipline to learn.

● Utilization of resources outside of the geographic boundaries of the Westbrook Walnut Grove School District

● Recognition of individual differences.

Beliefs/Philosophy

VISION STATEMENT:

The Westbrook Walnut Grove School District has established a set of district wide goals which provide broad direction for the educational process in the public schools of this district. They are:

The main purpose of the Walnut Grove Public School is to provide students with the living and learning skills they will need to act as responsible citizens in a democratic society.

We agree that each student needs to develop mentally, physically and emotionally to the best of his or her ability.

We agree that students need to develop styles of living that promote harmony with others while maintaining their unique individual qualities.

We agree that the school curriculum must remain flexible to meet the changing needs of students.

We agree that there should be a balance between the emphasis placed on competition and cooperation in the school.

We agree that community involvement in student learning, school programs, and activities should be actively encouraged for the benefit of both student and community

We agree that there should be open effective communication between administrative staff, students, and the community to promote positive improvements in our school. The school is always accountable to the citizens of Walnut Grove and Westbrook area.

We agree that all parties concerned - students, teachers, and community - must continually work to do their best to insure a quality education for the students in the Westbrook Walnut Grove Public School.

2024-2025 Westbrook Walnut Grove Goals

<u>All children are ready for school:</u>
During the 2024-25 school year, the percentage of preschool students who will be kindergarten ready according to state-recognized early childhood assessments will remain above 90%.

<u>All racial and economic achievements gaps between students are closed:</u>
During the 2024-2025 school year, the WWG School District aims to maintain a pass rate on MCA math and reading tests for 3rd through 6th grade students eligible for free or reduced lunch that exceeds the state average for this group.

<u>All students are ready for career and college:</u>
In 2024-2025, 100% of WWG 7-12th grade students will participate in Ramp Up to Readiness, a college and career readiness program.

In 2024-2025, 90% of WWG 11th and 12th grade students will participate in the Job Shadow day.

In 2024-2025, 100% of WWG 10th-grade students will attend the Career Expo.

In 2024-2025, 40% or more of WWG 11th and 12th-grade students will take part in Concurrent College classes

<u>All students graduate from high school:</u>
In 2024-2025, the percentage of WWG grade 12 students who will fulfill all graduation requirements for a diploma will be 100%.

<u>All students are prepared to be lifelong learners:</u>

To prepare all Westbrook-Walnut Groves Students to be lifelong learners, all previously stated goals with the Comprehensive Achievement and Civic Readiness Plan will be met.

READ Act School Year 2024 Westbrook-Walnut Grove Schools 2898
Local Literacy Plan

Contact Information

Mr. Derrick Jenniges
Elementary Principal
jennigesfac@wwgschools.org

Universal Screener

AimsWeb during the 2023/2024 academic year
FastBridge during the 2024/2025 academic year

Parent/Guardian Notification and Involvement

Literacy measures are shared with parents and guardians at conferences including achievement measures on standardized assessments.

Core Curricular Resources:

- Journeys, Houghton Mifflin Harcourt and teacher curated in alignment to the Minnesota Academic Standards in English Language Arts (grades K-6)
- Teacher curated in alignment to the Minnesota Academic Standards in English Language Arts (grades 6-12)

Intervention Materials and Process

WWG has implemented and continuously strives to improve the implementation of the Minnesota Multi-Tiered System of Support (MnMTSS) Framework. Targeted instruction is based on a variety of data and assessments. Continuous improvements in the system will be based on relevant guidance provided through the Read Act.

Professional Learning Programs

Professional Development at WWG includes training as identified within the Read Act including participation in a Minnesota Department of Education approved program.

Future Implementation

Literacy at WWG includes evidence-based practices designed to ensure student grade level appropriate mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. WWG Public Schools has and will continue to review requirements and guidance through the Read Act to make continued improvements in literacy.

Westbrook Walnut Grove School ISD 2898

Dyslexia Plan for Westbrook Walnut Grove

·   Dyslexia is identified as a neurobiological learning disorder. The International Dyslexia Association characterizes dyslexia as "difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities." Westbrook Walnut Grove (WWG) takes the issue of all reading concerns very seriously and screens all elementary students for indicators of dyslexia in compliance with Minnesota Statute 120B.12. These screening efforts are designed to identify students who may need learning interventions or further evaluation to determine eligibility for special education services.

Screening process

WWG K-3 uses Aimsweb Plus assessments* for early identification screening**.** Students in the WWG have a reading assessment three times a year, in the fall, winter, and spring. Students in grades K-1: LNF, LSF, PSF, and NWF. First grade only WRF and grade 1-3 ORF. RtI is used for all students in their assessment to assess the decoding and accuracy of their reading.

Note: Screening does not diagnose dyslexia but is the first step in identifying students who need more explicit instruction.

Parent notification

Parents are advised of findings that result from screenings at conferences or in a meeting with their student's classroom teacher and/or learning specialist, at which time a plan for reading intervention is discussed.

Interventions

Some of the materials used by interventionists include:

· Leveled Literacy Interventions – Used in small groups for students who need extra support to achieve grade-level competencies; provides explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing; helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Progress Monitoring

Students who are receiving intervention support are monitored to document growth and the response to the intervention. If a student is progressing, the goal is adjusted upwards and the student continues until ready to exit from the intervention. If a student is not making progress, the instruction is adjusted with intensity or frequency in order to ensure student progress.

Referral to Special Education

Students who do not show adequate progress with the assigned interventions may be recommended for a formal special education assessment.

Dyslexia Diagnosis

While WWG does not formally diagnose dyslexia, we do actively monitor student performance and screen for reading concerns through our AIMSweb assessment program that would indicate a need for supplemental instruction, alternative learning methods or specialized instructional services. Parents of students diagnosed with dyslexia by an outside source should make the classroom teacher and building principal aware of the diagnosis and share any additional information they think would be helpful, including, but not limited to the outside evaluator's summary and recommendations.

The classroom teacher will bring this information to the attention of the building's Special Education Team for consideration. The team will investigate the extent to which the diagnosed disability of dyslexia is affecting the student's performance in the area of reading and determine the next steps which may include: additional evaluation, implementation of classroom accommodations, inclusion in one or more of the interventions available at the site or determine that no additional services are required. The Special Education Team will notify parent(s) of their findings and secure permission prior to proceeding should additional supports or services be recommended.

Convergence Insufficiency Disorder

NOTE: In response to the requirement to report efforts to screen for convergence insufficiency disorder stated in Minnesota Statutes, section 120B.12, the Westbrook Walnut Grove School District is reporting that we do not screen children for convergence insufficiency disorder as part of our vision-screening program.

A basic eye exam or screening with the 20/20 eye chart is not adequate for the detection of convergence insufficiency (and many other visual conditions), nor is a near vision screening task comprehensive enough. A comprehensive vision evaluation, by a licensed eye care specialist who tests binocular-vision (two-eyed), is the most effective means for detecting CI.

The Westbrook Walnut Grove School District follows the Minnesota Department of Health (MDH) recommendations for vision screening and follow-up. Vision screenings at the WWG school use are not available for diagnosing convergence insufficiency disorder. Parents with concerns

about the condition should see their licensed eye care specialist for assessment and treatment.

DEPARTMENT OF EDUCATION

Achievement and Integration Plan
July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD 2898 Westbrook Walnut Grove Schools
District Integration Status: Adjoining District (A)
Superintendent: Loy Woelber
Phone: 507-828-6608
Email: lwoelber@wwgschools.org

Plan submitted by: Sam Woitalewicz
Title: HS Principal
Phone: 507-274-6111
Email: woitalewiczfac@wwgschools.org

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Southwest Integration Collaborative

1. Marshall Public School – V - Voluntary
2. Milroy Public School – V - Voluntary
3. RTR Public School – V - Voluntary
4. Tracy Area Public School – V – Voluntary
5. Wabasso Public School – A – Adjoining
6. Murray County Central Public School – A – Adjoining
7. Red Rock Central Public School – A - Adjoining

School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](), and [Minnesota Rules 3535.0170, subparts 2-5]().

Superintendent: Loy Woelber
Signature: Date Signed: 3/20/2023

School Board Chair: Maydra Maas
Signature: Date Signed: 3/20/2023

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Multidistrict Collaboration Council: Marshall Public School, Milroy Public School, Murray County Central Public School, Red Rock Central Public School, Tracy Area Public School, Wabasso Public School, Westbrook-Walnut Grove Public School: In preparation for the creation of the 2023-2026 plan each district held district advisory meetings prior to our January 16, 2023 meeting. On January 16, 2023 the council met with Pam Booker from MDE to review plan requirements, garner assistance on broad scope goals and receive guidance on the overall planning process.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us]().

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide]().

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:
1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Over 50% of qualifying FRLP students will achieve at the Tier 1 level of Walnut Grove Elementary's MTSS reading system by the spring of their 3rd grade year.
- **Aligns with WBWF area**: All racial and economic achievement gaps between students are closed.
- **Goal type:** Achievement Disparity

Goal #2: 100% of students attending the annual environmental science camp will display an improved ability to work with people of different backgrounds and from different schools as measured by environmental camp exit surveys.

- **Aligns with WBWF area**: All racial and economic achievement gaps between students are closed.
- **Goal type:** Integration

Goal #3: To maintain an average above 8 years teaching in the district, 100% of WWG teachers will complete a teacher satisfaction survey to guide professional development and mentoring opportunities each year.

- **Aligns with WBWF areas**:
- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

- **Goal type:** Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # 1.1 – K-3 Reading Interventionist Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.	☐ Provides school enrollment choices. ☐ Increases cultural fluency, competency, and interaction.

☐ Increases graduation rates.   ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. <u>Reading interventions will be provided to K-3 students who are assessed to need additional time for reading skill development. A variety of research-based interventions will be utilized by a trained interventionist to target individual reading deficiencies for students at risk of not reading at grade level without direct interventions. We hope this will in turn improve the gap between FRLP students and non-FRLP students on MCA reading testing by 3rd grade. As part of reading interventions, student data will be tracked regarding reading comprehension, fluency, vocabulary development, phonics, and phonemic awareness. Testing completed for these at-risk students will include bi-weekly AimsWeb testing, STAR reading testing, and NWEA testing in the fall and spring of each year.</u>
Location of services: Walnut Grove Elementary School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Over 50% of qualifying FRLP students will achieve at the Tier 1 level of Walnut Grove Elementary's MTSS reading system by the spring of their 3rd grade year.	50%	50%	50%
Progress:			

Key Indicators of Progress (KIP)
This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # 2.1 – Environmental Science Camp

Type of Strategy: Innovative and integrated pre-K-12 learning environments. Increasing racial and economic integration.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Provides school enrollment choices.

X Increases cultural fluency, competency, and interaction.

☐ Increases graduation rates.

X Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

<u>Students from 3 collaborative districts (including WWG) will participate in a three-day experiential learning camp at Lake Shetek State Park. Trained facilitators from all walks of life conduct a three-day experience that 1) increases student knowledge of various eco systems, 2) provides outdoor survival skills, and 3) teaches high levels of teamwork amongst groups of people with different backgrounds. This camp will also provide experiences in which students collaboratively work with students from different social, cultural, and economic backgrounds which will result in a better student understanding of the diversity in our world.</u>

Location of services: Lake Shetek State Park

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
100% of students attending the annual environmental science camp will display an improved ability to work with people of different backgrounds and from different schools as measured by environmental camp exit surveys.	100%	100%	100%
Progress:			

Key Indicators of Progress (KIP)

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # 3.1 – Teacher Retention Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. 1. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Provides school enrollment choices.

☐ Increases cultural fluency, competency, and interaction.

☐ Increases graduation rates.

X Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

WWG is developing a teacher retention program aimed at improving teacher retention rates in our school district and keeping our highly qualified teachers. The program will involve a mentorship program to assist new teachers in navigating their first years and becoming highly effective teachers. The program will also address teaching conditions and school climate as WWG works to ensure our district is a place teachers enjoy being part of. In doing this, it is our goal to maintain a teaching staff with highly qualified teachers who spend many years in our district, which will in turn benefit our students.

Location of services: WWG School District

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
To maintain an average of 8 years teaching in the district, 100% of WWG teachers will complete a teacher satisfaction survey to guide professional development and mentoring opportunities each year.	100%	100%	100%
To provide access to highly qualified teachers for all students, 100% of untenured teaching staff will participate in WWG's Teacher Mentorship Program each year.	100%	100%	100%
Progress:			

Key Indicators of Progress (KIP)
This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Our district does not/would not have this program without integration and achievement funds. By utilizing this program our district can service students in short periods of time each day based upon skill need, providing student-specific reading instruction to those in need. The multi-district approach to this camp increases cost efficiencies and allows our district to participate in this unique program while allowing students to receive quality opportunities to interact with students from other schools and diverse backgrounds. Creating a teacher retention program will allow the school to focus on what makes teachers happy and content in their profession and at WWG Schools. Not only that, we will be able to allocate funding to helping improve the lives of teachers here at WWG, which is not something we've been able to afford as a school district in the past.

Professional Growth, Reflection, and Evaluation Plan

Revised 18Aug2016

Westbrook Walnut Grove Public Schools Professional Growth, Reflection, and Evaluation Plan

Overview

Westbrook Walnut Grove Schools supports an ongoing program of professional growth, reflection, and evaluation. To this end, the administration and staff of Westbrook Walnut Grove Public Schools have developed a systematic program of teacher growth, reflection, and evaluation. To be in compliance, a series of Professional Growth, Reflection, and Evaluation (PGRE) forms must be completed annually.

Purpose of the Westbrook Walnut Grove PGRE Plan

1. To improve the quality of learning experiences for students.

2. To facilitate communication and cooperation between staff and administrators.

3. To provide specific assistance and feedback for staff to promote professional growth.

4. To provide a continuous written record of professional staff performance and service as an acknowledgment of effective job performance.

5. To aid the teacher in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.

Overall layout of the Westbrook Walnut Grove PGRE Plan

As per Minnesota Statute §122A.40,122A.41 and MN Rule 8710.2000, the WWG Evaluation Plan will be composed of three components: Teacher Practice, Student Learning and Achievement, and Student Engagement. There is also an Individual Growth Strategy (IGS) based on these same three components. The IGS is a teacher designed and determined growth plan.

All teachers should strive for continual improvement; however, a teacher with a final summative performance rating of "Unsatisfactory" or with two or more "Unsatisfactory" ratings in a single domain **must** be supported through a teacher improvement process. This support will happen through a rigorous Teacher Improvement Plan (TIP). A TIP is a principal led and collaboratively designed mandatory growth plan. Further, a teacher with a final summative performance rating of "Development Needed" **should** also be supported through the teacher improvement process. Teachers with a final summative performance rating of "Effective" or "Exemplary" are also encouraged to use the plan, especially if one or more specific area shows a low rating.

A teacher's final performance rating will be based on evidence from all three model components. Numerically weighted, the three components will then be used to determine a final summative performance rating. Evidence will be collected during all years of the threeyear professional review cycle.

COMPONENT ONE: TEACHER PRACTICE

Defined: The teacher practice component includes teacher activities that impact student outcomes. These activities are defined by four domains: Planning, Instruction, Environment, and Professionalism.

Component Weight: 55% of a teacher's evaluation will be based on Teacher Practice measures.

Component Requirements:

- Part A: Summative Evaluation/ SelfAssessment

- Part B: Peer Support

- Part C: Teacher Portfolio Optional

COMPONENT ONE: TEACHER PRACTICE

Part A: Summative Evaluation / Self Evaluation

The Summative Evaluation includes feedback for further growth and development through a final performance rating. The following performance ratings are used for the Summative Evaluation:

- **Performance Rating: Exemplary**Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor colleagues.

- **Performance Rating: Effective**Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

- **Performance Rating: Development Needed**Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected.

- **Performance Rating: Unsatisfactory**Evidence exists that performance is consistently below standards. Assistance and significant improvement is required. The following domains (see Appendix 1 for detailed rubric of ratings) will be summatively evaluated *at least one time a year*:

  - **Domain 1: Planning**

  - **Domain 2: Environment**

  - **Domain 3: Instruction**

  - **Domain 4: Professionalism Summative Evaluation Criteria:** The evaluator must have a valid teaching license or be a qualified administrator.The evaluator must take at least one refresher course every license period.The Summative Evaluation will be scheduled in advance.The Summative Evaluation will be uniform in the district and will use the evaluation form (Appendix 1). **SelfAssessment:** In the spring of every year of the threeyear professional review cycle, a teacher will complete a selfassessment based on focused, small group discussion and selfreflection. This selfassessment will be shared within a PLC small group as a prompt for a reflective, coaching conversation about the teacher's current practice, student outcomes, and growth over time. Following this conversation, the PLC small group will comment on the selfassessment and share these comments with the teacher.

To increase transparency and consistency in the Professional Growth, Reflection, and Evaluation Process, the selfassessment form is the same the summative review. Using this selfassessment, the teacher may invite peer support to observe the classroom and focus on an area of interest decided by the teacher. Areas of interest COULD include teacher use of space, questionresponse time, effective questioning, handling of noninstructional procedures, student

engagement, learning goals, etc.

COMPONENT ONE: TEACHER PRACTICE

Part B: Peer Support The Tuning Protocol (Appendix 4) **needs** be completed within a PLC small group every year.

The Tuning Protocol is a process that allows for reflection and feedback about a project, assignment, lesson, test, or other academic work. A teacher will present a work that he/she is looking to improve upon, and the participants will produce thoughtful, meaningful feedback. This process provides a learning opportunity for all involved.

COMPONENT ONE: TEACHER PRACTICE

Part C: Teacher Portfolio Optional

A teacher possesses the individual right to submit a portfolio to the summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, **if submitted**, when determining component ratings and for a summative evaluation.

The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher relicensure requirements listed in Minnesota Statutes §122A.18, subdivision 4, paragraph (b). It also must include a teacher's own performance assessment (see below) based on student work and examples of the teacher's work, which may include video among other activities.

The portfolio **must include** a reflective statement of professional accomplishment and the teacher's own assessment of professional growth showing evidence of the following.

• Support for student learning

• Use of best practices techniques and their applications to student learning

• Collaborative work with colleagues

• Continual professional development

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice cannot be collected through points of contact or other activities, so a portfolio is also a teacher's opportunity to share that evidence with the assigned summative evaluator.

A teacher choosing to submit a portfolio must align the evidence collected with

the Performance Standards for Teacher Practice and/or the IGS. There are countless types of evidence and artifacts that are appropriate for a teacher's portfolio. Examples can be found in the Minnesota Department of Education's "The Teacher Development, Evaluation, and Peer Support Model" page 23 in manual found on the Education Department Website.

COMPONENT TWO: STUDENT LEARNING AND ACHIEVEMENT

Defined: Effective teaching practices affect student learning and achievement. A great teacher continually assesses student achievement against standards and uses results to modify his/her practice, to intervene when students struggle, and to differentiate instruction.

Component Weight: Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth measures.

- 25% of the Student Learning and Achievement component will be left to the teacher, (see below) in collaboration with their PLC small group.

- The remaining 10% of the Student Learning and Achievement component will be an agreed upon Site Based Goal (Elementary, Junior High, Senior High). Component Requirements:

- Every teacher will establish an annual student achievement goal for their students based on the established power standards of the course. This goal will be created and evaluated using (Appendix 2).

- Each teacher will establish a 10 point rubric for their student achievement goal evaluation (1098 Exemplary, 765 Effective, 432 Development Needed, 10 Unsatisfactory)

- Each teacher, in collaboration with their PLC small group, will review and adjust if necessary the student achievement goal, again based on the established power standards of the course

- Goals can **only** be changed annually.

- These goals need to be filed, and every three years the scores will be averaged for each teacher's overall summative assessment.

COMPONENT THREE: STUDENT ENGAGEMENT/ SURVEY

Defined: Student Engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes

academic, behavioral, cognitive, and affective 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. Measured: Using Minnesota Performance Standards and Minnesota Statute §122A.40 Subd.8.9 Component Weight: 10% of a teacher's evaluation will be based on completing Student Engagement measures.

Component Requirements:

- Each teacher will develop and administer a survey for at least one class.

- A minimum of two points of data must be collected annually.

- Results will be used by the teacher to selfassess, reflect, and set new individual goals in the Teacher Analysis of Student Survey Data form (Appendix 3).

- PLC groups will be responsible for data sharing, evaluation, check offs, monitoring, and long term processing.

INDIVIDUAL GROWTH STRATEGY

Professional educators continue to learn throughout their teaching careers. Annually, the teacher will create at least one Individual Growth Strategy (IGS) goal for the following year. IGS goals are based on the teacher's individual areas for growth and should support district, school, and/or professional learning community priorities, goals, and activities. This goal is different from, but can be in conjunction with, his/her previous student achievement goal.

At completion of the SelfAssessment rubric (Appendix 1), the teacher will create an IGS goal using the IGS Goal Form (Appendix 2). The teacher will then submit the IGS goal for review to his/her small group PLC, and adjust if necessary. The IGS goal progress will be reviewed at the end of the academic year within the small group PLC. The goal will also be shared with the summative evaluator and will be filed.

TEACHER IMPROVEMENT PROCESS

The purpose of this process is to provide organizational support and assistance to teacherswith a final summative performance rating of "Unsatisfactory". There are constitutional, statutory, and contractual protections including the grievance procedure to prevent any misuse of this process. The district is responsible for determining whether a teacher's conduct is such that he/she should be subject to discipline or placed in this process. WWG EDMN shall not have any role in that

decision, but retains its right to grieve any discipline of a teacher. Situations might arise which involve some conduct by a teacher which would warrant discipline and some which would be best addressed by this process. Again, the district is responsible for determining which conduct should result in discipline (subject to the grievance procedure) and which conduct should be placed in this process. WWG EDMN will not have a role in that determination. The teacher will remain in this process until their performance is judged by the district to be satisfactory in all domains of the District 2898 Standards of Performance, or until the District concludes that the teacher has had sufficient time and resources to improve to a satisfactory level, has not done so, and is now subject to employee discipline.

Initial Contact

The principal makes formal contact with the teacher related to unsatisfactory teaching performance specifying in writing the following:

1. Explanation of concerns identifying the standards and domains.

2. Explanation of evidence supporting such concerns.

3. Right to have WWG EDMN teacher rights person present at the meeting.

4. A time and date of a collaboration meeting will be established as determined by the principal.

Collaboration Meeting

The purpose of the collaboration meeting is for the teacher and principal to collaborate and attempt to resolve the concerns and/or problems. The following specific outcomes of the collaboration will be documented in writing:

1. A plan will be developed generating suggestions for improvement (workshops, collegial observation, peer coaching, principal observations, time management, etc.)

2. A method will be identified for how and what data will be collected to document resolution of the problems.

3. A time frame will be established for resolving the problems.

Follow up Meeting

At the end of the time frame, there will be a meeting. The principal will review progress the teacher has made, make one of the following decisions, and document it in writing for the teacher. A copy will be placed in the personnel file.

1. The teacher is performing at a satisfactory level.

2. The teacher remains on the TIP, and the principal adds a goal within the relevant domain to the teacher's IGS.3. The teacher is performing below standard and requires assistance to be performing at standard. The principal will make a written recommendation for teacher assistance to the Superintendent.

4. The teacher's performance is judged to be severely below standard, and the progressive discipline article of the contract will apply. The teacher will then be subject to disciplinary action.

Responsibilities of the Teacher Receiving AssistanceThe Teacher must:

1. Be open and flexible in implementing different and/or refined strategies to improve his/her performance.

2. Engage in professional selfassessment in a thoughtful manner by reflecting on his/her teaching experiences.

3. Ascertain what is effective practice and what practices need improvement.

4. Through selfreflection and focus on professional learning and growth.

5. Ask for clarifications from the PLC, the Superintendent, WWG EDMN representative, and direct supervisor.

6. Be responsible for maintaining his/her own anecdotal notes during the phase (if desired).

7. Be responsible in meeting deadlines, appointments, scheduled observations and other timelines.

8. The teacher has rights to have a member rights representative at each conference and is responsible for arranging such representation if desired.

The Teacher Rights Representative role is:

      a. Observe the process,

      b. Protect the teacher's rights within the process,

      c. Remind the teacher of their responsibility within the process and to remind neutral and objective.

9. Participate fully in the TIP process without compensation.

Role of the Principal during the Professional Assistance

The role of the principal is to monitor the teacher's behaviors for improvement. This will be done through structured observations using the process defined for teachers in the probationary process. At least one observation will occur at the end of the assistance phase. The Superintendent may monitor the teacher's behaviors for improvement as well. The principal will complete a cumulative evaluation in writing and submit it to the Superintendent at the end of the assistance phase with a copy to the teacher.

Cumulative Evaluation Report to the Superintendent

The Cumulative Evaluation will recommend one of three actions:

1. The concern is resolved; the teacher is proficient and is returned to the Professional Growth, Reflection, and Evaluation Plan.

2. The teacher is making progress toward proficiency and remains in the assistance phase with the team's determined revised goals and time lines. A Notice of Deficiency may be provided to the teacher by the district at this time as determined by the Superintendent.

3. The concern is not resolved, the teacher has made little or no progress toward proficiency, and the teacher is subject to disciplinary action as administration deems appropriate.

APPENDIX 1

SelfAssessment / Summative Evaluation Form

Elementary/SecondaryIndependent School District No. 2898

Evaluation Score Range:

8-10 Exemplary

5-7 Effective

2-4 Development Needed

1 Unsatisfactory

N/A Non Applicable – Unable to Evaluate

****

Teacher _____

Date_____

Subject & Grade_____

Concepts_____

Number of years in district _____

Years of prior experience_____

Evaluator_____

Domain 1: Planning

Indicator A: Aligns learning targets with standards and student data to inform planning

_____ Units and lessons are planned effectively

_____ Selects learning targets

_____ Applies content knowledge and understanding of how students learn

_____ Uses student data to inform and modify planning

Indicator B: Uses content and student knowledge to design coherent instruction

_____Designs coherent instruction

_____Creates interdisciplinary and extended learning experiences

_____Uses available resources and technology

_____Designs culturally relevant instructional strategies

Indicator C: Plans for assessment and differentiation

_____Plans formative and summative assessments with all students in mind

_____Plans for socioeconomic differentiation

Domain 2: Environment

Indicator A: Creates a classroom culture of respect, trust, safety, and high expectations

____Creates a safe learning environment

____Establishes a culture of learning

____Creates a culture of persistence

Indicator B: Establishes and maintains clear expectations for classroom behavior

_____Establishes and maintains classroom routines and procedures. i.e. checking school correspondence, taking attendance, and reading announcements

_____Monitors and provides feedback on student behavior

Domain 3: Instruction

Indicator A: Communicates learning targets and content effectively

____ Demonstrates content knowledge and vocabulary effectively to promote learning

____ Communicates learning targets and content

Indicator B: Leads activities and discussions that promote high cognitive engagement

___Uses instructional strategies to engage students

___Uses a variety of questioning and discussion techniques utilized to promote learning

___Uses appropriate pacing

Indicator C: Uses varied assessment techniques to advance student learning

___Uses formative assessments to inform instruction

___ Provides feedback to advance learning

___ Promotes student selfassessment

___Uses aligned, adequate, and timely summative assignment

Domain 4: Professionalism

Indicator A: Reflects on teaching practice

___ Uses selfreflection to analyze ways to improve instruction

___ Uses feedback to improve instruction

Indicator B: Engages in professional development

___ Participates in professional development and goal setting

___ Collaborates with colleagues at site and district level

___Contributes to school and district culture for learning

Indicator C: Maintains professional responsibilities and communicates with families

___ Adheres to standards of ethical conduct

___ Maintains accurate and timely records and grades

___Completes required tasks in an efficient manner

___Communicates with families

___Understands the cultural backgrounds of students

Appendix 2

Summative Evaluation/Self-Assessment Rubric

Self Evaluation RubricDomain 1: Planning and Preparation

Indicator A: Aligns learning targets with standards and student data inform planning

	Exemplary	**Effective**	**Development Needed**	**Unsatisfactory**
Plans units and lessons effectively	Shows evidence of daily, weekly, and unit planning which is consistent, thorough, and builds on students' prior knowledge and experience	Shows evidence of daily, weekly, and/or unit planning is consistent and builds on students' prior knowledge and experience	Evidence of daily, weekly, and/or unit planning is inconsistent	There is no evidence of planning daily, weekly, and/or unit instruction
Applies content knowledge	Teacher's extensive and current knowledge of content allows for student growth	Teachers knowledge of content and how students learn the content is accurate and current.	Teacher's knowledge of content is generally accurate but limits the teacher's ability to anticipate students' misconceptions	Teacher's knowledge of content is limited, which is demonstrated by content errors
Uses student data to inform planning	The learning goals and lesson design have been informed by extensive analysis of classroom and individual student data.	The learning goals and lesson design have been informed by an analysis of student data	There is limited evidence of use of student data	There is no evidence of use of student data

Indicator B: Aligns learning goals with standards and student data informs planning

	Exemplary	Effective	Development Needed	Unsatisfactory
Creates interdisciplinary and extended learning experiences	When homework is assigned, it is relevant and expands understanding of content and helps them reach mastery of learning goals	When homework is assigned, it expands students' understanding of the content	When homework is assigned, it emphasizes task completion or compliance	When homework is assigned, it is unsupportive of or not related to the intended learning goals
Uses available resources and technology	Uses technology and other resources to promote increased engagement and deeper conceptual understanding.	Use of technology and other resources supplements cognitive engagement and conceptual understanding	Teacher uses technology to present information to student but does not use technology to promote engagement	There is little or no use of available technology and or other resources.

Indicator C: Plans for assessment and differentiation

	Exemplary	Effective	Development Needed	Unsatisfactory
Plans formative and summative assessments	Plans indicate frequent opportunities for students to	Plans indicate some opportunities for students to	Assessment is primarily done by the teacher with minimal	Assessments are primarily summative and used for grading purposes

			opportunities for students to selfassess their work	
	assess themselves against clearly established examples or performance criteria	assess themselves against clearly established examples or performance criteria	opportunities for students to selfassess their work	
Plans for socio economic differentiation	Plans are differentiated based on student data	Some plans are differentiated based on student data	There are minimal plans showing differentiation based on student data	There is no evidence of plan differentiation

Domain 2: Environment

Indicator A: Aligns learning targets with standards and student data informs planning

	Exemplary	Effective	Development Needed	Unsatisfactory
Creates a safe learning environment	Teacher creates a physical and emotional culture that supports positive social and personal skills	Teacher and students build positive relationships	Teacher creates a physical environment that partially supports the development of positive relationships	Teacher creates a physical environment that does not support positive relationships
Establishes a culture of learning	Student engage in complex cognitive tasks and there is evidence of students constructing their own knowledge and perseverance in complex learning activities	Students engage in high quality work and demonstrate enthusiasm and effort in completing work.	Instructions and interactions convey only modest expectations for student achievement	Classroom is characterized by low expectations and task completion
Creates a culture of persistence	Teachers provide opportunities and support for	Students and teacher take responsibility for achieving	Teacher takes responsibility for leading students to mastery of learning	No evidence that the teacher perseveres through challenges and instead gives up

		learning goals	goals	and blames students for their lack of success

Indicator B: Establishes and maintains clear expectations for classroom behavior.

	Exemplary	Effective	Development Needed	Unsatisfactory
Establishes and maintains classroom routines and procedures	Teachers consistently maintain clear expectations for classroom procedures. Students consistently comply. Transitions are organized and orderly	Most students adhere to procedures.Minimal instructional time is lost in handling noninstructional duties	Teacher establishes clear expectations, however, there is evidence of inconsistent management of routines that result in loss of instructional time	Students do not comply or are unaware of classroom procedures
Monitors and provides feedback on student behavior	Students consistently receive behavior feedback that is constructive, timely, and positive.	Students frequently receive behavior feedback that is constructive, timely and positive.	Students sometimes receive behavior feedback that is constructive, timely and positive.	Students rarely receive behavior feedback that is constructive, timely or positive..

Domain 3: Classroom Instruction

Indicator A: Communicates learning targets and content effectively

	Exemplary	Effective	Development Needed	Unsatisfactory
Demonstrates content knowledge through content specific	Teacher's accurate use of vocabulary contributes to student use and	Teachers use accurate content specific vocabulary. Students show	Teachers use content specific vocabulary that is accurate; however, students are rarely	Students do not use content specific vocabulary or are not encouraged to use and learn

vocabulary	acquisition of content specific vocabulary while enriching the lesson.	understanding and engagement through use of vocabulary.	encouraged to use content specific vocabulary.	contentspecific vocabulary by the teacher.
Communicates learning targets	Students can articulate the learning targets and understand the directions. Students capable of developing directions and procedures when appropriate to the activity.	For most students, learning targets and explanations are clear. Students can articulate the learning targets and understand directions.	For many students, learning targets and explanations are less clear. Directions lack appropriate levels of detail. Some students are confused.	Learning targets and/or explanations of the content are unclear, inappropriate, or missing. Expectations or directions are unclear.

Indicator B: Leads activities and discussions that promote high cognitive engagement

	Exemplary	**Effective**	**Development Needed**	**Unsatisfactory**
Uses instructional strategies to engage students in learning	Students initiate experiences to increase relevance and cognition. In addition to differentiated and group work, the lesson provides appropriate options for student initiative and choice.	Students are cognitively engaged and demonstrating the use of higher order thinking through varied instruction and the use of inquiry methods relevant to the discipline.	Students may be behaviorally engaged, but are inconsistently engaged in learning experiences. Higher order thinking demand is infrequent in instruction and discussion.	Students are minimally engaged or uninterested in the lesson. They do not have opportunities to practice, apply or demonstrate that they are learning.
Using appropriate pacing	Students have multiple opportunities for cognitive	Lesson has a coherent structure that includes all	Students are limited in their opportunities to engage and	Pacing of the lesson is too slow, too rushed or both. As a result, pacing hinders active

	engagement and reflection during the lesson.	lesson components and is taught based on the gradual release of responsibility.	reflect during the lesson. Lesson has a coherent structure that includes all lesson component.	engagement. The lesson has no evidence of a structure.

Indicator C: Uses varied assessment techniques to advance student learning

	Exemplary	**Effective**	**Development Needed**	**Unsatisfactory**
Provides feedback to advance learning	Students provide feedback to each other that promotes learning. Feedback is provided in a timely manner to all students.	Students receive specific feedback that promotes cognition. Feedback is provided in a timely manner to all students.	Students receive specific feedback, but emphasis is on procedures, compliance or grades. Timeliness of feedback is inconsistent.	Students receive nonspecific feedback that does not guide learning. Students receive feedback that is not timely.
Promotes student self assessment	Students continually revise their work and set goals to meet the expectations for learning, and the work of their peers.	Students frequently assess and monitor the quality of their own work.	Students are generally aware of their own level of achievement.	Students do not engage in self assessment. Expectations for student learning and assessment criteria are not provided.
Uses aligned, adequate and timely summative assessments	Teacher uses multiple summative assessments with student lead and designed variations. There are multiple opportunities for	Teacher uses multiple summative assessments with adequate cognitive variations. There are reliable timely	Teacher uses minimal summative assessments with little variation.	Teacher does not effectively use summative assessments and does not use aligned assessments.

	self assessment	feedback		

Domain 4: Professionalism

Indicator A: Establishes and maintains clear expectations for classroom behavior.

	Exemplary	**Effective**	**Development Needed**	**Unsatisfactory**
Uses self reflection to improve instruction.	Teacher models reflective practices for other educators, through peer coaching, sharing, facilitating or modeling in professional learning communities.	Teachers accurately assesses his or her own effectiveness using lesson products and student data to identify areas of strength and areas for growth.	With guidance, teacher is able to use reflection and selfassessment to assess student learning, meet lesson goals and make adjustments.	Teacher does not effectively use reflection and self assessment.
Uses feedback to improve instruction	Teacher seeks and uses feedback from colleagues. Also uses reflection and self assessment to thoughtfully assess instructional practices and student learning. Identifies alternative instructional approaches that will increase cognition and impact student learning.	Teachers uses feedback from colleagues, administrators and professional literature to enhance professional practice.	Teachers occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.	Feedback from colleagues, administrators, families, student and professional literature is resisted and/or does not result in changes in professional practice.

Indicator B: Professional development

	Exemplary	**Effective**	**Development**	**Unsatisfactory**

			Needed	
Participation in professional development and goal setting	Teacher creates and engages in meaningful professional growth activities for self; contributes and advocates to and for the learning of students, colleagues and the community.	Teacher provides evidence of implementation of practices from activities resulting in increased student learnings. Teacher set goals that are aligned with information aligned with selfassessment.	Teacher provides evidence of continual participation. Participation results in implementation of practices from activities. Teacher does not set rigorous goals.	Teacher does not contribute to or actively and consistently participate in professional learning activities or other activities designed to make the school a productive learning environment. Teacher does not set personal goals
Collaboration with colleagues	Teacher leads collaboration with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning.	Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness.	Teacher collaborates with colleagues to address student needs identified by data.	Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.

Indicator C: Professionalism

	Exemplary	Effective	Development Needed	Unsatisfactory
Ethical conduct	Teacher models school and District policies and procedures	Teacher complies to school and District policies and procedures	Teacher acts in a professional and ethical manner, but frequently pushes	There is documentation of violation of school and/or District policies

	and advocates for high standards of professional and ethical conduct in the school and community.	and models high standards of professional and ethical conduct.	the envelope.	and procedures.
Record keeping	Record keeping is timely, complete and accurate and involves student participation and interpretation as appropriate.	Record keeping is timely, complete and accurate. Has developed systems for recording and communicating individual student knowledge and skills.	Record keeping is rudimentary and only partially effective in serving student and system needs. Routine school/district paperwork is completed in an inconsistent manner.	Records and reports are inaccurate and/or consistently late. Record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress or meet the system needs.
Communication with families.	Teacher develops systems for ongoing appropriate twoway interactions. Frequently confers with families to provide specific feedback on student progress.	Teacher initiates interactions with families. Displays sensitivity for families and involves families in problem solving. At times, confers with families in provide specific feedback to inform them of their student's progress.	Teacher responds appropriately to family requests for communications regarding student progress. Interacts appropriately with families.	Teacher has not established a pattern of communication with families of appropriate frequency and content. There is insufficient evidence of efforts to establish positive relationships with families.

APPENDIX 3

Teacher_____School year_____

1. Site Based (building) Goal

_____
_____

Results of Site Based goal

_____
_____ **2.**

Individual Growth Strategy (IGS) GOAL

Describe your goal:

_____
_____
_____
_____
_____
_____

Self Evaluation Domain _____ Indicator _____PLC Member Signatures

_____
_____
_____

Outline your plan to achieve this goal. Describe resources needed.

_____
_____
_____
_____
_____
_____

How will you know the goal was successfully completed?

_____

_____
_____
_____

3. Student Achievement Goal

21

Describe your goal and reason for choosing this goal:

_____
_____
_____
_____

PLC Member Signatures _____

_____
_____

# of students impacted _____

Baseline data _____

_____
_____

Outline your plan to achieve this goal. Describe resources needed.

_____
_____
_____
_____
_____

Results

_____

_____
_____

Unsatisfactory	Development Needed	Effective	Exemplary
Did not meet goal. Little or no students met goal or made progress.	Did not fully meet goal, but some students have demonstrated progress towards goal.	Met goal or otherwise showed substantial progress towards goal.	Surpassed goal and demonstrated outstanding student progress.

APPENDIX 4

Teacher Analysis of Student Survey Data

Upload Survey

Synopsis of Survey Results:

_____
_____
_____
_____
_____
_____
_____
_____

What I learned from the survey:

_____
_____
_____
_____
_____
_____
_____

What I could change because of my findings:

_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX 5

The Tuning Protocol

1) **Introduction (2 minutes)** – Facilitator introduces goals of the protocol, guidelines, and schedule. Participants introduce themselves if necessary.

2) **Presentation (5 minutes)** – Presenter speaks to give a context for the student work. Participants are absolutely silent, but may take notes.

> a. Information about the students/class – what they're like, age, how far into the term they are when they get this assignment
>
> b. The prompt or assignment that generated this work
>
> c. Show samples of student work or video of the activity, etc. (student names removed)
>
> d. Share the evaluation format (scoring rubric, assessment criteria...)
>
> e. Provide a FOCUSING QUESTION FOR FEEDBACK. What does presenter want from the group?

3) **Clarifying Questions (5 minutes)** – Participants ask "clarifying" questions to seek more information. (Example: what percentage of your class are special needs? What time of day do you have this class?) The questions should be a matter of fact, not questions like, "When I teach this, I do _____.

> a. Facilitator limits questions to those that are clarifying.
>
> b. Things they might consider include:
>
>> i. Were the instructions/prompts for the assignment clear?
>>
>> ii. Does the assignment meet the desired goal of the presenter?

4) **Examination of Student Work Samples (5 minutes)** – Participants review the work silently

> a. Participants make notes about what seems to be working with the assignment and where there might be a problem.

b. Presenter is silent during this time as well.

5) **Warm and Cool Feedback (6 minutes)** – Participants share feedback with each other while the presenter is silent, but may take notes.

a. Feedback usually starts w/warm (positive) comments and then moves to cool (instructive) comments.

b. This is the time for suggestions for strengthening the work

c. While many elements of the work may be addressed, facilitator should make sure that the focusing question is being adequately addressed.

6) In the original version of this protocol there are two more steps, but in the interest of our limited time together, I would suggest them as optional as time and interest allows. As supported by DuFour, the following two steps are:

a. **Reflection (5 minutes)** – a chance for the presenter to speak to the comments/questions while participants are silent. This is not a time to defend oneself, but instead a time for the presenter to reflect aloud on the ideas/questions presented.

Roles within the Tuning Protocol

Presenter – the person bringing the work to be reviewed

Facilitator – the person who makes sure the protocol is followed, keeps time, and keeps the discussion targeted to the Focusing Question

Participants – the group members who will review the Presenter's work

Tuning Protocol Evaluation NOTES

1. Assignment Presented.

_____
_____
_____

2. Samples of Warm Comments

_____
_____
_____
_____
_____
_____

3. Samples of Cool Comments

_____
_____
_____
_____
_____
_____

4. Reflections

_____
_____
_____
_____
_____
_____

5. PLC Member Signatures _____
_____
_____

Mentoring Program Guide - WWG

Mission Statement:

The purpose of the Mentor Program is to facilitate the growth of teachers new to WWG High School through partnerships that encourage reflective practice, build instructional repertoire, and maximize student performance. The focus is to provide a support mechanism in which the advancement of skills and knowledge is a continuous flow throughout the non-tenured portion of teaching and is provided using mentors, professional development, and formative assessments.

Mentor Compensation: Mentor teachers will be paid $250 for their role in mentoring incoming staff members.

Goals:
- To improve teaching performance as evidenced by student learning.
- To promote the personal and professional well-being of our teachers.
- To integrate new teachers into the social system of the school, the district, and the community.
- To promote collegiality, collaboration, and life-long learning.
- To increase the retention of teachers new to the district.

Guidelines
- 8 hours minimum contact throughout the school year between new teacher and mentor.
- Monthly meetings (use log below)
- Encourage new teacher to observe mentor and vice versa
- Turn in meeting log to building principal at the end of the school year
- The mentor shall be responsible for providing guidance and support to the teacher assigned to him or her as a mentee. Mentors may advise their mentees on matters relating to classroom management, classroom setup, pedagogical matters, lesson plans, issues relating to the mission and organization of any other matter relating to the mentee's role at WWG. Mentors are expected to

respond to questions posed by mentees with the utmost professionalism and, where necessary, provide the mentee with an appropriate referral.

[New Employee Orientation Check-List](#)

All new hires, their assigned mentors, and district administration will go through the linked-in check-list together as soon as possible after an employee's teaching contract is officially approved by the WWG School Board.

Mentor Roles:

Maintain Consistent Contact: Be accessible - - in person, by phone, and e-mail. Arrange for frequent mentee meeting times.

Build Relationships: Develop a trusting, confidential relationship with the mentee. Encourage and foster meaningful interpersonal connections with others in the community. Serve as an advocate when necessary.

Coach and Model: Guide the mentee in reflection and self-assessment. Serve as a coach and resource person. Encourage the new teacher, reflecting on strengths and successes. Model best practice teaching methods and share curricular materials and strategies. Allow the new teacher to develop his/her own teaching style.

Document: Use the New Teacher Orientation Checklist (See attached) before school starts. Maintain mentor/mentee log and provide it to the principal for documentation. Participate in program evaluation.

Learn: Learn from/with your mentee. This is a shared journey of learning, of becoming the best you both can be.

Mentee Roles:

Maintain Consistent Contact: Meet with your mentor regularly. Attend orientations, meetings, and seminars. Play an active role.

Build Relationships: Develop a trusting relationship with your mentor. Get involved in the total school experience.

Plan: Use data to drive instruction, planning, and assessment. Understand the curriculum and obtain necessary instructional materials.

Reflect: Use teaching standards to self-assess and reflect on teaching to improve professional practice.

Solicit Assistance: Let your needs be known. Be specific about what you need. Discuss failures as well as successes.

Grow: Be open to new ideas and suggestions and try a variety of instructional methods.

Document: Work cooperatively with your mentor on the Orientation Checklist and the Mentor/Mentee Log.   Participate in program evaluation.

Phases of First Year Teachers' Attitudes Towards Teaching
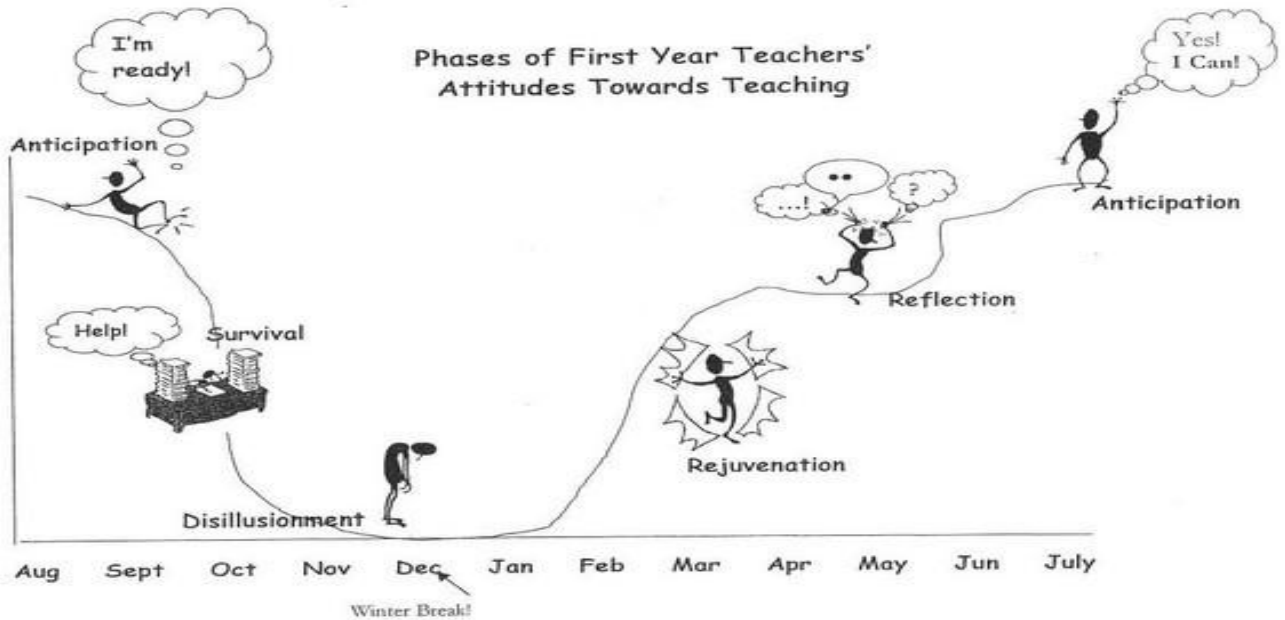
WESTBROOK WALNUT GROVE SCHOOL DISTRICT
MENTORING LOG FOR TEACHERS NEW TO DISTRICT

NAME_____

Date	Mentor Initials	Mentee Initials	Task Completed	Topic	Total Time	Running T

						ot al
Aug 31			❏	[Classroom Policy & Procedures Checklist](#)		
			❏	Syllabus Check		
			❏	Classroom Management		
			❏	JMC Walkthrough		
			❏	[Emergency Procedures Manual](#)		
			❏	[ALICE Procedures](#)		
			❏	Fire Drills		
			❏	Google Classroom Set-Up		
Sept 7			❏	Teacher Meetings		
			❏	[Teacher Evaluations](#)		
			❏	PLC		
			❏	Para expectations in class		
			❏	IEPs & Attending IEP Meetings		
Sept 14			❏	Data Privacy for Self and Student		
			❏	Keeping Yourself Out of Trouble		
			❏	Lesson Plans		
			❏	Bus Requests		
			❏	Supply Orders		
Sept 21			❏	Parent/Teacher Conferences		
			❏	Communicating with Parents		
			❏	Submitting midterm grades		

Oct 26			❏	Apathy amongst students		
			❏	Submitting full term grades		
			❏	Classroom Mgmt Check-In		
Nov 16			❏	Extracurricular activities planning		
			❏	Reimbursement from school		
			❏	Late work policy and procedure		
			❏	E-learning Days at WWG		
			❏	Expectations for Online Learning		
Dec 14			❏	Taking care of yourself		
			❏	Community Involvement		
Jan 20			❏	Second Semester Procedures		
			❏	Classroom Mgmt Check-In		
Feb 15			❏	Handling Teacher Burnout		
			❏	Thoughts on next year class offerings		
Mar 15			❏	Check-In and Check-Up		
			❏	Capital Outlay Requests		
			❏	Teachers Supporting Teachers		
Apr 12			❏	Continue Ed		

			❏	Logging Licensure Hours		
			❏	Summer Plans		
May 17			❏	Classroom Inventories		
			❏	Submitting Year-End Grades		
			❏	Teacher Check-Out		
			❏	Summer Cleaning		
			❏	Summer Requests		