

Originated: February 11, 1980
Revised: June 12, 1995
December 17, 2007
May 27, 2014

I. PURPOSE

The purpose of this policy is to promote and maintain effective instructional practice through a process that includes peer review, summative evaluations, focused professional development, adherence to high teaching standard, coaching, mentoring and collaboration, and data collection.

II. INDIVIDUAL GROWTH AND DEVELOPMENT PLAN

An individual growth and development plan shall be developed at the beginning of each three-year cycle. The purpose of the plan serves as the following:

1. As a guide for individual learning activities and peer review throughout the-three year cycle.
2. To empower a teacher to plan individual professional learning.
3. To focus individual professional development on outcome-based goals connected to students learning and engagement.

The Individual Growth and Development Plan is developed at the beginning of the three-year cycle and revised by the teacher annually. A teacher consults with peer reviewers (PLC setting) during the development and revision of the plan, and the principal must approve the plan and revisions annually. Whenever possible, a teacher is encouraged to develop a plan that reflects the goals and activities shared by members of the PLC so that members can collaborate to implement their plans to the extent possible.

As part of the plan, a teacher identifies the following:

1. Areas for growth.
2. At least one professional SMART goal based on student performance and data.
3. Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

In the spring of each year, the teacher will collaborate through PLC's to self-assess and engage in peer reviews of teacher practice and impact on students. The data developed and collected will remain with each teacher and will be shared with the principal during the summative evaluation. Teachers will maintain a file for use at the summative evaluation review with the principal.

III. EVALUATIONS AND OBSERVATIONS

Evaluations will be based upon the four Danielson domains selected annually by the Q Comp leadership team or the team assigned this task by the leadership team. In each of the four domains, a scoring rubric will be used to determine if a teacher is *unsatisfactory*, *basic*, *proficient* or *distinguished*. Tenured teachers will be observed twice by peer observers and once by an administrator. To be considered proficient, a teacher must be rated and average of *proficient* in three of the four selected components over the three observations.

Probationary Teachers: Teachers who have not gained tenure status will be observed three times by an administrator and two times by a trained peer observer and three times by a mentor teacher. Only the administrator and trained peer observer will be used to determine proficiency. One of the administrator observations must occur within the first 90 days of employment. A final score of proficient on three of the four selected components will be used to determine proficiency. Any areas that do not score proficient during the first two observations will be observed again and re-scored so that the probationary teacher will have an end-of-the-year score where they need to score proficient in three of the four components selected in their professional development plan.

Observations for all teachers will be conducted in October, January, and April of each year. For each observation, a pre-observation conference, observation, and post-observation conference will be held. The post-conference and written summary will be completed within seven days of the observation. A composite record of all scores will be maintained by building administrators and used in the three-year summative evaluation.

IV. EVALUATORS AND TRAINING

Peer observers and building administrators will be trained in the Danielson framework and the observation and evaluation process per the Q Comp Plan. The initial six-hour training will occur during the summer. Training will be conducted by a trained presenter. In addition, two three-hour follow-up training sessions will occur following the first two observation cycles. All peer observers will be rated by the teachers they observe.

V. COACHING AND COLLABORATION

As determined by a teacher and/or an administrator, opportunities may be established that enable teachers to visit other classrooms in ISD 150 and/or in other districts. Time may be granted for colleagues to view the classroom instruction of those teachers who request this or who are determined by an administrator to be in need of such practice. This will be conducted outside of the trained peer observation process and data gathered will be viewed only by the coach and teacher.

VI. MENTORING AND INDUCTION

A trained mentor will meet with teachers new to the district two times monthly for the first year and one time each month for the second year. The mentor will help establish relevant goals, observe the mentee three times, and arrange for mentees to observe other classrooms three times during the first year and two times during the second year.

VII. STUDENT LEARNING AND ACHIEVEMENT

In every instance teachers must provide a valid measurement to determine student growth. Measurement will be based upon student learning goals and adhere to the following:

1. Must involve one or more classes of at least one semester in length.
2. Must include clear and measurable goals.
3. Must include a pre and post test with at least one formative assessment near the middle.
4. Must be presented to and approved by the PLC to which the teacher belongs.
5. Following PLC approval, must be presented to and approved by the principal.
6. May include a provision for targeted students (for example: Chronically underperforming students, special education students, or free and reduced students may have a separate goal.)

VIII. LONGITUDINAL DATA AND STUDENT ENGAGEMENT

Part of the summative evaluation must include a measure of student engagement over a three-year period.

Annually a pre-approved student survey will be given to a minimum of three classes in the high school and to one class in the elementary. The survey will be selected by the PLC leaders and principal. Data will be tabulated and based on a five-point rating scale. To achieve an acceptable level, an average composite score of 3 must be earned. Individual data points that average below a 3 will become part of an improvement goal for an individual teacher.

IX. STAFF DEVELOPMENT

Staff development activities will include annual training on various Marzano principles, study of the Danielson domains involved in the observation process, the five subject areas required for relicensing, and regular professional learning community (PLC) involvement. The PLC's will meet according to the Q Comp plan and annual PLC calendar. Other topics relative to the teacher evaluation process, along with studying student data, will be part of the PLC agendas as determined by the PLC leaders and principals as each meeting's topics are discussed and planned.

In addition, per the Staff Development policy, teachers may use the available funds for attendance at off-site activities that align with the goals of this plan, the Q Comp plan, or annual goals set forth by the district. Teachers may also attend off-site activities that are approved by the District Staff Development Committee.

X. INSTRUCTIONAL SUPPORT AND CORRECTIVE ACTION

When a teacher falls short of the goals set forth in the Individual Growth and Development Plan, the teacher and principal will develop a plan for improvement. If a teacher falls below *proficiency* in any of the domains covered by the Q Comp evaluation and peer observation system, the consequences listed there will be implemented. If a teacher has one or more items that score an average of 2.5, the teacher and principal will develop a plan for improvement. This will be checked at the end of the subsequent year. Failure to increase the score(s) to an average of three (3) will be considered with other data as to the renewing or non-renewing of the teacher's contract.

XI. PORTFOLIO (OPTIONAL)

A teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. A portfolio also collects reflections on that evidence and reflections on professional growth. The portfolio option is a teacher's individual right to use as a source of evidence submitted to the assigned summative evaluator (principal). It can be used to provide additional documentation, beyond that which is gathered through the observation process, to substantiate the professional practices and classroom activities provided by the teacher. A summative evaluator must consider the portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

A portfolio may contain evidence such as the following:

- Reflective statements
- Evidence of participation in professional learning activities
- Evidence of leadership

Evidence of collaboration with other educators and with families
 Sample communications to families and others
 Self-Assessment and peer review forms
 Student work examples
 Examples of teacher work such as lesson plans
 Videos of lessons
 Students data including results of student learning goals

XII. FINAL PERFORMANCE RATING

Component	Rating in Individual Component	Percentage (Weight)	Total
Peer Observation and Principal Evaluation Rating*		X .50	
Student Feedback/Survey**		X .15	
Student Performance Measures***		X .35*	

<p>*Observation rating based on</p> <p>4 Distinguished 3 Proficient 2 Basic 1 Unsatisfactory</p>	<p>**Survey rating based on</p> <p>4 Average of 4-5 3 Average of 3 2 Average of 2 1 Average of 1</p>	<p>***Student Performance Measures based on</p> <p>4 Met goal 3 90%-99% of Goal 2 80%-89% of Goal 1 70%-79% of Goal</p>
		<p>Student Performance Measures may be based on 25% General Student Population 10% Targeted Student Population</p> <p><i>A score of 2.0 or above is considered proficient. A score below 2.0 will require the development of an improvement plan.</i></p>