

# MINNETONKA PUBLIC SCHOOLS

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## POLICY #451: TEACHER EVALUATION GROWTH MODEL

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### 1.0 PHILOSOPHY

- 1.1 High quality instruction is a paramount priority of The Minnetonka Public Schools.
- 1.2 Learning is lifelong in teaching; the development of new instruction- related skills and expansion of knowledge is ongoing throughout the career of a teacher.
  - 1.2.1 Many applicants apply for teaching vacancies; screening is thorough; and entry-level competencies are usually very evident. Thus, the primary thrust of the Teacher Evaluation Growth Model is to help teachers continue their development.
  - 1.2.2 The goal is to bring about a good match between institutional and personal needs to the end that performance will be improved and job satisfaction will be increased.
- 1.3 The primary responsibility for assuring high quality instruction rests with the individual teacher. This program of observation and assistance by principals is established to assist teachers in fulfilling this responsibility.
- 1.4 The effectiveness of the improvement of instruction process is dependent upon the mutual respect and trust of teachers and principals.
- 1.5 Teachers and administrators can more effectively work together for improvement of instruction when both have a clear understanding of what is expected of them.
- 1.6 More frequent observations by the principal with feedback are likely to continue to the improvement of instruction and may also enhance the working relationship between the principal and the teacher.
- 1.7 Assistance to teachers is most effective when it is positive, non- threatening, and stimulates self- improvement.
- 1.8 The School Board and administration have the responsibility for maintaining high quality instruction through:
  - 1.8.1 Providing the conditions and materials necessary for effective instruction.

- 1.8.2 Selecting, employing and assigning teachers who are well-qualified for their teaching responsibilities.
- 1.8.3 Establishing educational goals and performance expectations.
- 1.8.4 Conducting in-service programs to help all personnel involved understand the District goals and expectations as well as the Teacher Evaluation Growth Model and the Teacher Assistance Plan hereafter referred to as TAP.)
- 1.8.5 Appointing well-qualified principals who effectively provide the assistance called for in the Teacher Evaluation Growth Model, providing them with the necessary assistance to become more effective, and monitoring their performance to assure that the Teacher Evaluation Growth Model is implemented effectively and fairly.
- 1.8.6 Providing systematic assistance to teachers to help them improve their instruction through TAP.
- 1.9 All individuals involved in this improvement program must recognize that there are different teaching styles which can provide the desired quality of instruction, and that students benefit from exposure to a variety of effective teachers and teaching methods.
- 1.10 In the instructional supervision process, it must be recognized that student learning may be affected by outside factors.

## **2.0 PURPOSES**

- 2.1 The ultimate purpose of the Teacher Evaluation Growth Model is increased student learning, growth and development.
- 2.2 The immediate purpose of the Teacher Evaluation Growth Model is to provide a systematic program of classroom observation by principals and instructional coaches with feedback to the teacher and with assistance for improvement as appropriate.
- 2.3 To enhance the teacher's instructional improvement this program must:
  - 2.3.1 Encourage and recognize personal and professional growth,
  - 2.3.2 Identify, reinforce and capitalize upon individual strengths, and
  - 2.3.3 Identify instructional weaknesses so that assistance can be given.
- 2.4 Other purposes served by Teacher Evaluation Growth Model may be:
  - 2.4.1 To bolster teacher self-confidence and personal pride,

- 2.4.2 To provide periodic written records of teacher performance,
- 2.4.3 To assess District professional development needs,
- 2.4.4 To help determine the need for curricular changes, and
- 2.4.5 To help determine the need for changes in school conditions and/or operations.

### **3.0 MAIN FEATURES OF TEACHER EVALUATION GROWTH MODEL**

- 3.1 Minnesota Statutes sections 122A.40 and 122A.41 define requirements for teacher evaluation. School districts and teacher representatives develop the evaluation and peer review process through joint agreement. The Teacher Evaluation Growth Model has three components: Teacher Practice, Student Learning and Achievement, and Student Engagement.
- 3.2 Teacher practice will be assessed by administrators through observation and teacher-provided evidence. Administrators will rate teachers using the Minnetonka Standards rubrics. This component is 55% of the teacher's overall rating.
- 3.3 Student learning goals represent significant learning in the content area. Teachers shall use either a common assessment or standardized assessment to measure student learning. Administrators will rate teachers using the Minnetonka Standards rubrics. This component is 35% of the teacher's overall rating.
- 3.4 Student engagement is the result of a teacher's careful planning and execution of strategies. Teachers shall create a self-study plan which may include but may not be limited to: student surveys, teacher self-assessments, videos of practice, evidence gather through classroom observations, and other teacher provided evidence. Administrators will rate teachers using the Minnetonka Standards rubrics. This component is 10% of the teacher's overall rating.
- 3.5 To meet these standards, teachers will develop a professional learning plan.
- 3.6 Probationary teachers shall participate in the full evaluation process until they are offered continuing contract status. Teachers on continuing contract status shall participate in the full evaluation process every three years. Administrators will provide a summary report for all teachers participating in the Teacher Evaluation Growth Model.
  - 3.6.1 Administrators may provide additional assistance on an occasional or concentrated basis whenever the teacher or the administrator perceives the need.

- 3.7 Teacher Evaluation Growth Model will be based on Minnetonka's Teaching Standards which are found in the District's online teacher evaluation system.
- 3.8 Principals will make available to teachers a variety of means of improving their instruction as appropriate to their needs and within budgetary constraints.
- 3.9 The Teacher Evaluation Growth Model shall be conducted in such a way that it does not take undue time from the teacher's primary task of teaching nor demand undue time from other duties of the administrators.
- 3.10 The Teacher Evaluation Growth Model shall be conducted in such a way that it does not stifle teacher creativity in achieving district instructional goals.
- 3.11 Under certain circumstances all or part of the administrative assistance shall be provided by someone other than the regularly assigned principals.
  - 3.11.1 Specialized district staff members, such as social workers and psychologists, may have the observations and assistance provided by administrators other than their principals or in addition to the principal.
  - 3.11.2 When a teacher is shared by more than one building, one principal shall have primary responsibility for coordinating the assistance and preparing a year-end summary report. However, the other principals may be involved in providing observations and assistance.
- 3.12 The Administration shall establish procedures whereby a teacher who perceives that this policy or its accompanying procedures are being implemented in a biased or unfair manner can communicate and seek resolution to those concerns. Such procedures shall proceed from informal to formal means of resolution and shall include two levels of appeal.
- 3.13 In addition to observations by an administrator, all teachers on continuing contract will work with a Teacher Instructional Coach. On their summative year, they will meet with their instructional coach twice. On their non-summative years, they will work with their instructional coaches three times.

#### **4.0 RECORDS**

- 4.1 A written record of the jointly determined targets or improvement activities will be maintained by the principal and shared with the teacher.
- 4.2 The summary report in years of concentrated assistance shall be placed in the teacher's electronic evaluation file in the personnel office.

- 4.2.1 Prior to being finalized, teachers will be sent the report electronically through the teacher evaluation system, and will acknowledge it electronically to show that they have seen the report.
- 4.2.2 A teacher may respond to the summary report electronically, and the response will be placed in the teacher's digital evaluation portfolio.

*Approved October 7, 2004, June 2, 2016*