



Independent School District #777

Benson Public Schools

Educating Students To Be Productive and Responsible Citizens



Professional Growth, Collaboration, and Evaluation Plan



4/1/14

Contents

Overview.....	3
Years #1 and #2.....	4
Year #2.....	4
Year #3.....	5
District 777 Educator Assistance Track.....	6
Awareness Phase.....	7
Assistance Phase.....	7
Notice of Deficiency or Disciplinary Phase.....	7
Final Summative Evaluation Measures.....	8
SMART Goals.....	10
SMART Educator Growth and Development Form.....	10
Student Growth Goal.....	11
Indicators of Student Engagement.....	12
Professional Learning Communities.....	13
SMART Site goal template.....	14
SMART PLC goal template.....	15
Professional Learning Community Meeting Times.....	16
Agreement.....	17

OVERVIEW

Benson Public Schools Professional Growth, Reflection and Evaluation Plan

Statement of Philosophy

Recognizing that excellence in education is dependent upon professional teaching performance; Benson Public Schools supports an ongoing program of professional growth, reflection and evaluation. To this end, the administration and staff of Benson Public Schools are directed to implement and maintain a systematic program of educator growth, reflection and evaluation.

Assumptions of the Benson Public Schools Educator Professional Growth, Reflection, and Evaluation Plan:

1. All employees of Benson Public Schools are committed to on-going professional growth and proficiency.
2. Professional development is supported through effective performance evaluation.
3. Non-tenured educators, who are in the process of achieving continuing contract status in the Benson Public Schools, will demonstrate a level of performance at or above the level of proficiency, or have clearly demonstrated progress towards proficiency as defined by the ISD #777 Standards of Performance in order to achieve continuing contract status.
4. Educators who are in the Continuing Contract Track of the Benson Public School educator Professional Growth and Evaluation Plan will perform at or above the level of proficiency as defined by the ISD #777 Standards of Performance.
5. Educators who are in the Continuing Contract Track of the Benson Public School Educator Professional Growth and Evaluation Plan who are not performing at or above the level of Proficient measured by Charlotte Danielson's Evaluation Tool will be placed in the Educator Assistance Track.

Purposes of the Benson Public Schools Educator Professional Growth, Reflection, and Evaluation Plan:

1. To improve student learning.
2. To facilitate communications between and among staff and administrators.
3. To provide specific assistance and feedback for staff to promote professional growth.
4. To promote continuous improvement and learning.
5. To provide continuous written record of professional staff performance and service as an acknowledgement of effective job performance. Continuous record includes ongoing data collection such as student engagement, feedback from PLC's, and optional portfolio documents.
6. To aid the educator in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.
7. To provide a basis for the principal/supervisor to recommend continuing contract status or as a basis for placement on the Educator Assistance Track.

Our belief is that professional growth is an on-going process not limited to the third year observation. Continuing dialogue with colleagues through activities such as PLC's contribute to the professional

learning community that supports you in this process. The ultimate responsibility for the success of a professional growth plan, however, depends on the individual educator.

Years #1 and #2 - Professional Growth and Reflection

Educator will:

- Complete SMART Individual Growth and Development Plan (Page 10) that aligns with district, site and PLC goals. Plan is due to the building administrator by October 1st. This is 15% of the student achievement portion of the summative evaluation.
- Complete SMART Site goals that align with district and site goals by the first week of school. (Page 14) This is 10% of the student achievement portion of the summative evaluation.
- Actively participate in assigned Professional Learning Community (PLC).
- Complete SMART PLC goal(s) that align with district and site goals. Turn goal(s) in to the building administrator by October 1st. (Page 15)
- Summarize longitudinal data on student engagement using at least two points of data as evidence of student engagement in your classroom/area. Data may include feedback on parent and/or student survey, optional peer review data, among others.
- Optional: Collect articles of professional growth and evidence of student growth in your portfolio.

Year #3 – Summative Evaluation Year

Educator will:

- Complete SMART Individual Growth and Development Plan (Page 10) that aligns with district, site and PLC goals. Plan is due to the building administrator by October 1st. This is 15% of the student achievement portion of the summative evaluation.
- Complete SMART Site goals that align with district and site goals by the first week of school. (Page 14) This is 10% of the student achievement portion of the summative evaluation.
- Actively participate in assigned Professional Learning Community (PLC).
- Complete SMART PLC goal(s) that align with district and site goals. Turn goal(s) in to the building administrator by October 1st. (Page 15)
- Summarize longitudinal data on student engagement using at least two points of data as evidence of student engagement in your classroom/area. Data can include feedback on survey, peer review data, among others.
- Optional: Collect articles of professional growth and evidence of student growth in your portfolio.
- Have a summative evaluation completed by a building administrator. Evaluation should come from at least three points of contact.
- Have a post evaluation meeting with building administrator to share evidence of educator growth, student growth, student engagement, etc.

Summative Evaluation Tool

ISD #777 Standards of Performance Evaluation Tool are based on Charlotte Danielson’s book: Enhancing Professional Practice: The Framework for Teaching and the 2013 Framework. This tool will be used for all educators with modifications made for “Non-Teaching” areas.

DISTRICT 777 EDUCATOR ASSISTANCE TRACK

Overview

The purpose of this track is to provide organizational support and assistance to educators who are not meeting the district's standards of performance. This track does not include probationary educators. There are constitutional, statutory, and contractual protections including the grievance procedure to prevent any misuse of this track. The District is responsible for determining whether an educator's conduct is such that he/she should be subject to discipline or placed in this track. BEA shall not have any role in that decision, but retains its right to grieve any discipline of an educator. Situations might arise which involve some conduct by an educator which would warrant discipline and some which would be best addressed by this track. 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 track. BEA will not have a role in that determination. The educator will remain in this track until their performance is judged by the District to be at least proficient in all five domains of the ISD #777 Standards of Performance, or until the District concludes that the educator has had sufficient time and resources to improve to a satisfactory level, has not done so, and is now subject to employee discipline, including but not limited to termination of employment. The employee will be given a timeline by administration to meet stated expectations through each phase.

The Educator Assistance Track may include up to three phases:

1. Awareness
2. Assistance
3. Discipline

AWARENESS PHASE

Initial Contact

The principal/supervisor makes a formal contact with the educator related to unsatisfactory teaching performance specifying in writing the following:

1. Explanation of concerns identifying the standards, domain(s), and/or other concerns. This may include having a rating or ratings that are below proficient on the ISD #777 Standards of Performance.
2. Explanation of evidence supporting such concerns.
3. Date and time of meeting which will provide the opportunity for the educator to present his/her evidence.
4. Right to have BEA educator rights representative or designated union representation at the meeting.
5. This document will be placed in the educator's personnel folder.
6. A time and date of a collaboration meeting will be established as determined by the principal/supervisor.
7. The employee will be given a timeline by administration to meet stated expectations.
8. If an educator voluntarily transfers to another teaching assignment in the district, the immediate supervisor of the new assignment may decide to remove the educator from "Educator Assistance Track" status.

ASSISTANCE PHASE

An administrator may recommend the Assistance Phase for an educator who has been through the Awareness Phase and continues to perform below Proficient on the ISD #777 Standards of Performance. During this phase, the educator may request to be paired with a mentor from within the district to assist in improving the area(s) that have been identified for improvement through the ISD #777 Standards of Performance. The administrator must approve the mentor. The employee will be given a timeline by administration to meet stated expectations. There will be regularly scheduled meetings for the educator, mentor and administrator to review progress toward meeting Proficient marks in the identified domain(s) of the ISD #777 Standards of Performance. Several types of support for educator on the assistance phase are listed below. The list below has ideas of support for educators, but there may be others:

- Turn in lesson plans to administrator
- Video review
- Workshops
- Seminars
- Peer observations
- Webinars

NOTICE OF DEFICIENCY OR DISCIPLINARY PHASE

1. The plan is based on growth and support. Support for staff is provided in the Awareness and Assistance phases. Employee will enter the disciplinary phase only if the individual does not make sufficient growth or progress toward meeting identified requirements during the Awareness and Assistance Phases.
2. This Phase begins with a meeting between the principal/supervisor, the superintendent, educator, and BEA President or designated union representation, if one is desired by the educator.
3. The administrator will identify in writing the specific Standard(s), rule, or policy violation in a written reprimand with directives and/or a Notice of Deficiency. The educator will be given an opportunity to respond. Following the discussion, the administrator will indicate a timeline for responding back to the educator on whether there will be revisions to the written reprimand and/or Notice of Deficiency. Thereafter, depending upon whether or not the teacher corrects the deficiencies (unless the deficiency is so great that immediate action is required), action may be taken, such as, but not limited to, any one or combination of the following. All actions are subject to due process rights in local and state law.
 - a. Requirement of specific training or evaluation by a professional
 - b. An improvement plan with timeline
 - c. Verbal Reprimand
 - d. Written Reprimand
 - e. Placement of the teacher on a non-disciplinary paid administrative leave
 - f. Withholding Increment
 - g. Suspension without pay
 - h. Termination pursuant to M.S.122A.40, Subd.9
 - i. Immediate Discharge pursuant to M.S. 122A.40, subd.13

FINAL SUMMATIVE EVALUATION MEASURES

Model Component	How is this component defined?	How is this component measured?	Percent of overall total?
Teacher Practice	By 4 domains-planning, instruction, environment, and professionalism-in the ISD #777 Standards of Performance.	Using the ISD #777 Standards of Performance rubric and evidence gathered from <ul style="list-style-type: none"> • Observations • Self-assessment • PLC Participation • Optional teacher portfolio 	45% 30% - Summative evaluation 15% - Educator Growth
Student Engagement	As an organizing framework for examining a student’s commitment to and involvement in learning, which includes academic, behavioral, cognitive, and effective components. It is influenced by the context of family, peers, community, and school. Within the classroom, educators can influence student engagement through their relationship with students, family engagement, and the relevance and rigor of their instruction.	20%, using evidence gathered from at least two of the following options. Each option counts as one point of data. <ul style="list-style-type: none"> • Observations • Self-assessment • Audio recordings • Video recordings • Peer Review • Student work samples • Optional teacher portfolio • Parent and/or student survey 	20%
Student Learning and Achievement	Through student growth measurement as determined by agreed upon assessment measure.	According to an educator’s assignment using a combination of Growth goals, PLC goals, and Site goals. Percent based on meeting the goals.	35% 15% Meet/Exceed Student Growth Goal 10% Meet/Exceed PLC Goal 10% Meet/Exceed Site Goal

A SMART Way of Thinking – How to write SMART Goals

SMART goals are results-based: aimed at specific outcomes that can be measured or observed. Results-based goals define not only what is expected, but they also communicate a desired end point. Results could come in the form of student achievement in a particular area, a percentage of students who improve in a certain area, or as a demonstration of learning that can be defined and measured. Finally, SMART goals are time-bound. As mentioned before, putting a time element in a goal helps you determine attainability. But even more importantly, agreeing on a time frame for achieving the goal helps to keep it a priority. It makes the goal more compelling by giving it some urgency. Having a time limit as part of a goal makes it imperative that we periodically check how well or swiftly we are progressing toward the goal. This helps to keep the goal a dynamic part of the improvement process.

In short, SMART goals let us monitor which of our efforts are making a difference and by how much.
SMART Goals:

- **Strategic and Specific.** This is What, Why, and How of the goal. The goal should be simplistically written and clearly defined what is going to be done. What data is used to determine the goal? Why that goal?
- **Measurable.** Goals should be measurable so there is tangible evidence to track progress and determine if goal was reached. The goal must include number(s). What data will be used to determine progress toward the goal(s).
- **Attainable.** It is neither so conservative to be uninspiring nor so high that people will think it is impossible to achieve. Goals should make staff stretch so there is a challenge, but defined well enough so that they can be achieved.
- **Results-Focused.** It describes and measures the outcome, not the process or activity that might contribute to that goal.
- **Time-bound.** It gives a time frame to achieve the goal. Set periodic “progress check dates” and a final date.

Because SMART goals provide a basis for assessing progress, and a tool for assuring that team efforts are focused on strategically important targets, they become the engine that drives continuous improvement and learning.

SMART Goals will be used for setting Site, PLC, and Individual goals. Goals will align with district goals.

SMART Educator Growth and Development Plan

Educator:

School

Date:

This plan is:

A NEW Individual Growth and Development Plan

REVISIONS to an approved plan

AREAS TO CONSIDER

What areas for growth have you identified based on your summative evaluation and self-assessment?

What are current district, school, and PLC goals?

Professional Growth Goal and Plan

The SMART Individual Growth and Development Plan must have at least one professional growth goal and supporting plan. Growth goals are based on the educator's individual areas for growth and should support district, school, and/or professional learning community priorities, goals and activities.

Domain	
Component	
Explanation	
Growth Goal	(Growth goals are based on educator growth and outcomes-what will you learn and accomplish)

Activities (What are you going to do?)	Resources Needed (Including Peer Support)	Target Date (Evidence of Completion)

After implementing the activities and achieve the professional growth goal, describe how this will increase student learning and student engagement?

Student Growth Goal

Assessment Used to Determine Student Growth:

Student Growth Goal (must include a percent):

Starting data: _____ Ending data: _____

Based on what measure:

Student Growth Goal Met _____ Yes _____ No

The educator will sign the SMART Individual Growth and Development Plan to indicate that the professional growth goals and activities, student growth, and assessment have been approved by the evaluator.

Educator: _____ Date: _____

The summative evaluator will sign the SMART Individual Growth and Development Plan to indicate that the professional growth goals, activities and assessment have been approved by the evaluator.

Evaluator: _____ Date: _____

Quality of Student Engagement in Professional Learning (from student perspective)

1. **Authentic Engagement** – I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learn such content. The content will be valuable to me and to my school or department or school system.
2. **Strategic Compliance** – I participated in this learning experience throughout the time allotted. I believe attendance at this course is part of what others expect of me.
3. **Ritual Compliance** – I was in attendance throughout the course. I have made some contributions, but nothing significant.
4. **Retreatism** – Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.
5. **Rebellion** – Throughout this learning experience I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the course.

(Source: Schlechty Center for Leadership in School Reform)

Student Engagement Characteristics: Part 1

Positive body language • Students exhibit body postures that indicate listening and attention to the teacher and/or other students. Eye contact, head position, leaning forward or backward, and positions of arms all indicate a student's level of interest and attention.

Consistent focus • Students are focused on the learning activity with minimum disruptions. Consider these questions regarding student behavior during the entire observation: Are students focused on the learning experience? Does their attention waiver because of lack of interest, lack of knowledge of how to proceed, frustration, or some outside distraction?

Verbal participation • Students express thoughtful ideas and answers. They ask questions that are relevant or appropriate to learning. Student participation is not passive; it involves sharing opinions and reflecting on complex problems.

Student confidence • Students exhibit confidence to initiate and complete a task with limited coaching or approval-seeking and can actively participate in team-based work.

Fun and excitement • Students exhibit interest and enthusiasm and use positive humor.

Student Engagement Characteristics: Part 2

Individual attention • Students feel comfortable in seeking help and asking questions.

Clarity of learning • Students can describe the purpose of the lesson or unit. This is more comprehensive than describing the activity based on the lesson of the day.

Meaningfulness of work • Students find the work interesting, challenging, and connected to learning.

Rigorous thinking • Students work on complex problems, create original solutions, and reflect on the quality of their work.

Performance orientation • Students understand what quality work is and how it will be assessed. They also can describe the criteria by which their work will be evaluated.

Professional Learning Communities (PLC's)

Professional learning communities will be assigned by administrators and teams will be reviewed annually. Educators will work collectively and co-labor to improve student achievement. While the action to meet goals will be the implementation activities, the focus will be on improved results – improved student learning. The following are PLC implementation components.

1. Less is more: Limit the number of district initiatives and make certain the initiatives reflect the priority of high levels of learning for all students.
2. Tie all goals to district goals: Each site (K-4, 5-6, and 7-12) and PLC will establish a *limited* number of SMART goals that are specifically aligned with district and site goals.
3. Provide templates for goal setting for every PLC: The templates should reinforce the premise that the PLC must focus on improving results rather than implementing activities. Templates must also clarify how the achievement of the goal will be attained, monitored, and measured.
4. Make certain goals are PLC goals rather than individual goals: Remember that an effective goal will require PLC members to work interdependently in order to achieve it. Members should be able to clarify both individual and collective responsibilities.
5. PLC goals should be established by PLC members rather than for them. PLC's will create goals that are aligned with school and district goals and are consistent with specified parameters. Each PLC should have autonomy in articulating its goals.
6. Monitor work toward a goal by requiring teams to create specific products that are directly related to the goal: Typical products include collective commitments or norms, aligned curriculum, common assessments, collective analysis of results, improvement plans for student groups, etc.
7. Goals must be clear and concise: PLC must be able to easily answer the question, "How will we know our students are achieving our goals?"
8. Celebrate progress: Plan for, seek out, and celebrate small wins.
9. District goals should include stretch goals: These goals will be so challenging that people throughout the district will be called upon to build new capacities in order to achieve them.
10. Achieving stretch goals and resetting goals leads to continuous improvement in a district.

SMART Site Goal				
School:	Building:	Team Leader:		
Team Members:				
District Goals				
SITE SMART Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality:				
Our SMART Goal:				

SMART Professional Learning Community (PLC) Goal				
School:	Team Name:	Team Leader:		
Team Members				
District Goals				
School Goals				
Team Smart Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality:				
Our SMART Goal:				

Professional Learning Communities (PLC's):

PLC's will meet two times per month according to the schedule below:

1. PLC's will meet on staff in-service dates according to the school calendar.
2. PLC's will meet the first Wednesday of each month:
 - Northside Elementary will meet after school from 3:05-3:30
 - Benson Elementary (Grades 5 & 6) will meet before school from 7:30-7:55
 - Benson High School (Grades 7-12) will meet after school from 3:05-3:30

Agreement

BETWEEN THE “Parties” BENSON PUBLIC SCHOOL DISTRICT #777 AND THE BENSON EDUCATION ASSOCIATION REGARDING BENSON EDUCATOR EVALUATION PLAN

The “Parties” agree as follows:

1. The “Parties” have collaboratively developed an educator evaluation plan and implementation process pursuant to the requirements of Minn. Stat. §122A.40, Subd. 8.
2. The Benson Educator Evaluation Plan is applicable to all members of the “teacher” bargaining unit represented by the exclusive representative.
3. The Teacher Evaluation Committee will meet at least four times per year to monitor the progress of the “Plan.”
4. Any modifications to the Benson Educator Evaluation Plan will be made by mutual consent of both “Parties.”
5. Upon agreement by both “Parties,” the Benson Educator Evaluation Plan shall go into effect and will be in effect until proposed revisions have been approved by both “Parties.”
6. If the “Parties” do not agree on the “Plan,” the district shall implement the State Evaluation Model.

The “Parties” hereby represent and warrant that each person whose signature appears hereon has been duly authorized and has full authority to execute this Agreement on behalf of the organization for whom such signature is indicated.

District #777 School Board Chair

Date

District #777 Superintendent

Date

Benson Education Association President

Date