

Mounds View Public Schools Ends and Goals Regulation

EG-5103 Professional Development

The following regulations are written to support Policy EG-5103:

PERSONNEL PERFORMANCE REVIEW

School Board and Administration goals and objectives include a concept which views the evaluation process as an opportunity for both employer and employee to improve the quality of instruction and all related support services.

All procedures, forms, job descriptions, guides and criteria will relate as much as possible to those performances and behaviors by employees which have a direct or indirect effect on the educational process, on the performance and behavior of students, and on the advancement of the instructional program. The evaluation process will be carried out on a continuing basis and include opportunities for both formal and informal evaluation. The process will employ a variety of techniques for assessing employee performance.

The process will encourage a continuing self-evaluation by employees and improvement in job performance.

Each formal observation and evaluation will include follow-up consultation between the employee and the evaluator and the employee will receive a signed copy of any formal written evaluation of his/her job performance that is to be included in the individual's personnel file.

Rebuttal of a written evaluation will be permissible pursuant to negotiated contract provisions and/or School Board policy. Due process requirements will be met in all performance review processes.

Criteria for the implementation of performance review will be established for each employee group in accordance with position requirements.

TEACHER EVALUATION/STAFF DEVELOPMENT PROCESS

PHILOSOPHY

Independent School District #621 and the professional staff recognize that the primary goal of our efforts is to enhance student learning and development. In order to reach this primary goal, a plan has been designed by which teacher performance will be monitored, developed and encouraged.

There exists a need to distinguish between the processes of evaluation and supervision. Evaluation is a systematic and longitudinal process to monitor, develop, and encourage teacher performance. Supervision implies the day-to-day responsibility entrusted to administrators to see that School District standards and policies, as well as State and Federal regulations, are carried out and enforced.

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PURPOSE

- A. To promote student learning and development through the improvement of instruction.
- B. To enhance teacher effectiveness.
- C. To enable staff members to realize their highest potential as teachers.
- D. To encourage cooperation, mutual respect and effective communication between teachers and administrators.
- E. To provide assistance to professional staff members in need.
- F. To provide appropriate assistance to probationary teachers.

POLICY PARAMETERS

The Teacher Evaluation/Staff Development Process is ongoing and continuous as outlined in Policy EG-5103 which governs the evaluation of all 621 employees. Teacher evaluation is based upon the competencies described in the Rating Guide in this regulation.

The Teacher Evaluation/Staff Development Process includes the following components:

- A. Probationary Staff (as defined by Minnesota Statute 125.12 and Article IX of the Master Contract)
 - 1) A yearly comprehensive evaluation by the supervising administrator which will include a minimum of three observation reports and one summary report (Form EG-5103-B).
 - a. At least two formal observations are to be held in the primary work site and are to include pre-observation information (Form EG-5103-A), the observation itself, and a post-observation conference.
 - b. Post-observation conferences should be held within five working days after the observation.
 - 2) A yearly self evaluation by the probationary staff member to be discussed with the supervising administrator at one of the post-observation conferences (Form EG-5103-C).
 - 3) Participation in District staff development initiatives designed for probationary teachers within the first two years in the District.
 - 4) The assignment of a mentor teacher to assist first year District 621 staff members. (See description of mentor teachers below.)
 - 5) An annual administrative recommendation regarding probationary status.

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- 6) Probationary teacher(s) and the supervising administrator will meet prior to October 15 to review the evaluation process, discuss building expectations and plan the sequence which should comply with timelines as established by the Director of Human Resources.
- B. Continuing Contract Staff (as defined by Minnesota Statute 125.12 and Article IX of the Master Contract)
- 1) An evaluation sequence every third year which will include a minimum of two observation reports and a summary report (Form EG-5103-D).
 - a. At least one formal observation should be held in the primary work site and is to include pre-observation information (Form EG-5103-A), the observation itself, and a post-observation conference. Mutually agreed upon alternative observation formats are encouraged.
 - b. Post-observation conferences should be held within five working days after the observation.
 - c. Teacher(s) and the supervising administrator will meet prior to October 15 to review the evaluation process, discuss building expectations and plan the sequence which should comply with timelines as established by the Director of Human Resources. Expectations beyond those listed in the performance review shall be communicated in writing.
 - d. The supervising administrator, with reason, may choose to place a teacher in the comprehensive evaluation phase more often than the normal cycle of every third year. (See attached information on 621 Assistance Program for Continuing Contract Teachers.)
 - e. A self-evaluation will be completed by the continuing contract staff member and discussed with the supervising administrator (Form EG-5103-C).
 - 2) Participation in a staff development plan in those years in which a comprehensive evaluation does not take place. The plan should be submitted to the supervising administrator by December 1 each year with completion no later than May 15 each year (Form EG-5103-E).
- C. 621 Assistance Program for Continuing Contract Teachers
- 1) The supervising administrator will determine when it is appropriate to place a teacher in the Assistance Program.
 - 2) Three levels of assistance are provided:

Informal Level Assistance involves the teacher and the supervising administrator.

 - b. Building Level Assistance involves the teacher and the supervising administrator (Form EG-5103-F).

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- c. District Level Assistance involves the teacher, administrator, and District appointed team (Form EG-5103-G).

MENTOR TEACHERS

A. Qualifications/Conditions

1. Voluntary
2. Three years teaching experience
3. History of outstanding instruction and leadership
4. Willing to participate in in-service training for mentor teachers

B. Selection

1. By the principal/supervisor from the volunteer pool after consulting with department chairs/unit leaders

C. Release Time

1. Provided as available

RECORD-KEEPING

- A. Probationary Staff - All conference and summary reports, staff development records, and appropriate related material will be forwarded for inclusion in the employee's personnel file.
- B. Continuing Contract Staff - Staff development forms and any attachments will be forwarded for inclusion in the employee's personnel file. The comprehensive summary evaluation report will be included in the employee's personnel file.
- C. 621 Assistance Program for Continuing Contract Teachers
- D. Teachers will be given a copy and an opportunity to sign each written document relating to evaluation/staff development prior to its inclusion in the personnel file. Teachers may request to review their files at any time.

PERSONNEL EVALUATED

All persons in certified staff positions in District 621 come under the Teacher Evaluation/Staff Development Process, with the exception of administrative staff covered under the Administrative Evaluation System.

Building principals with concurrence of the Superintendent are responsible for identifying the evaluators

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of

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staff assigned to their buildings. Evaluators of those assigned to multiple buildings will be determined by the principal of the building where the majority of the teacher's duties are carried out, or as assigned by the Superintendent.

ANNUAL REPORT

The Superintendent shall report annually to the Board on this policy and make recommendations as needed.

PROBATIONARY TEACHER EVALUATION AND TEACHER SELF-EVALUATION

INSTRUCTIONAL PROFICIENCIES

I. Uses Instructional Time Effectively

- A. Plans and follows lessons based on objectives
 - Follows lesson plans based on objectives; plans reflect student needs; paces instruction to meet student needs and curriculum objectives, as shown in plans
- B. Focuses student attention
 - Focuses attention in an interesting, motivating way; uses unique questions, remarks, or activities to gain attention; keeps student interest level high
- C. Communicates objective(s) and purpose
 - Has a clearly achievable objective and reasonable purpose for the instruction; clearly and convincingly relates both to instructional input
- D. Teaches to the objective(s)
 - Provides concise, interesting instructional input that clearly aids students in the achievement of the objective; relates input to specific and overall educational objectives
- E. Uses modeling
 - Uses effective modeling designed to help students achieve the objective(s) of the instruction; clearly relates modeling to overall objective

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- F. Monitors student learning and makes appropriate adjustments in teaching
 - Varies monitoring strategies; is aware of individual student needs and adjusts methods and plans whenever necessary
- G. Provides practice (guided and independent)
 - Provides students with effective practice so they achieve the objective; is available to students for extra help

II. Motivates Students Effectively

- A. Relates learning to student interests
 - Designs activities that reflect student specific interests; uses individual's interests in activities
- B. Offers varied learning activities appropriate to objective(s)
 - Uses a wide variety of activities; maintains a high student interest
- C. Involves students in the lesson
 - Involves all students in the learning activity; students appear eager to continue
- D. Increases or decreases level of concern
 - Uses a variety of techniques to adjust level of concern to meet student needs; builds productive concern about learning
- E. Uses feeling tone appropriately
 - Blends effective feeling tones for a productive, positive atmosphere
- F. Provides knowledge of results
 - Provides immediate and consistent feedback
- G. Sets tasks for student success
 - Designs all tasks and activities with the expectation for student success
- H. Sets tasks at correct level of difficulty
 - Sets tasks at correct level of difficulty and consistently encourages students to exceed

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expectations

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- I. Uses appropriate questioning techniques
 - Asks questions that serve the instructional objective, are adapted to the age/ability of students, have variety and enhance student comments and discussion. All students are encouraged to participate
- J. Encourages productive student behavior
 - Is consistent and effective in reinforcing; students exhibit productive behavior
- III. Conducts Student Assessment Appropriately
 - A. Aligns assessment with objectives and activities
 - Assessment reflects objectives, subject, concepts and skills taught; assessments adjusted and modified as necessary
 - B. Uses ongoing assessment of student learning
 - Ongoing assessment done consistently to reflect student progress and project student needs
 - C. Uses various forms of assessment
 - Assessments are varied and appropriate; uses differing strategies to measure student learning
 - D. Maintains high expectations appropriate for each student
 - High expectations for quality of student work; student work is consistently of good quality for that student
- IV. Demonstrates Proficiency in Subject Area
 - A. Demonstrates knowledge of subject area
 - Articulates comprehensive knowledge of information clearly and effectively
 - B. Responds knowledgeably to student questions
 - Responds with depth of knowledge to questions; answers lead to enhanced learning

MANAGEMENT PRACTICES AND PROFESSIONAL CHARACTERISTICS

- H. Demonstrates Adherence to Established Timelines, Procedures, and Policies

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- A. Records and reports daily attendance
 - Records daily attendance and sends it in on time
- B. Maintains accurate grade records with pertinent data
 - Maintains a grade record with data neatly and completely recorded; extra data and explanations provided to assist interpretation
- C. Completes reports of grades accurately and on time
 - Submits accurate, complete reports on time
- D. Demonstrates concern for safety
 - Follows safety rules; consistently plans for and takes the initiative to provide for student security
- E. Follows building and district policies, procedures and directives
 - Follows policies, procedures and directives; sets standards through positive examples
- F. Maintains regular attendance
 - Meets District attendance policy; follows procedures correctly when absence is unavoidable; no unexcused absences
- G. Demonstrates punctuality
 - Arrives on time; is willing to spend extra time
- II. Demonstrates Proficiencies in Oral/Written Language
 - A. Uses grammatically correct English
 - Communicates effectively so that others understand
 - B. Uses rules of spelling, punctuation and grammar correctly in written materials; writes legibly
 - Writes effectively and concisely; uses specific, clear vocabulary and follows rules of spelling, punctuation and grammar; writes legibly
- III. Encourages Communication with Parents
 - A. Interacts with parents in a positive, professional manner consistent with District procedures

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and policies

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- Interacts with parents in a positive, professional manner
- B. Maintains confidentiality about students and their families
 - Handles information according to policies and procedures with discretion and good judgment
- C. Uses a variety of methods to communicate with parents
 - Communicates with parents as needed in a variety of ways appropriate to meet the needs of students
- IV. Demonstrates Positive Interpersonal Relationships With Staff
 - A. Works cooperatively with staff
 - Is actively involved with colleagues, is supportive of individual, team or building initiatives
 - B. Exhibits overall positive professional approach
 - Exhibits a professional, positive attitude
 - C. Demonstrates effective listening skills
 - Listens to ideas and themes; challenges, anticipates, judges content not delivery, resists distractions
 - D. Practices positive human relations
 - Perceives the needs and concerns of others; tactfully and effectively deals with people; takes steps to prevent the development of negative situations
- V. Demonstrates Positive Interpersonal Relationships with Students
 - A. Encourages students to be self-disciplined
 - Sets, communicates, and reinforces appropriate standards so that students are self-disciplined; enforces appropriate standards of overall behavior in the building
 - B. Promotes positive self-image in students
 - Interacts with students so they develop a positive self-image and self-confidence

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- C. Treats students in a consistent and empathetic manner
 - Treats students in a consistent and empathetic manner; students feel free to communicate with the teacher
- D. Creates a positive environment for learning in the classroom
 - Creates an environment safe and accepting; students feel free to express themselves; all members treat each other with respect
- E. Uses a variety of strategies for classroom management
 - Uses a variety of strategies for classroom management; monitors and adjusts for behavioral conditions; initiates preventative measures; uses appropriate consequences

VI. PROFESSIONAL ACTIVITIES

- A. Contributes to the larger school community
- B. Actively participates in professional improvement

621 ASSISTANCE PROGRAM FOR CONTINUING CONTRACT TEACHERS

When a teacher is in need of assistance to meet job expectations, three different levels of assistance are provided by the District.

I. Informal Level Assistance

Only occurs under Management Practices and Professional Characteristics. Phase begins when the principal indicates by checking "See comments" on area needing attention. This step is intended to provide informal assistance.

II. Building Level Assistance

The Building Level Assistance phase begins when the principal indicates on the CONTINUING CONTRACT TEACHER EVALUATION FORM that the teacher "Needs Improvement" in one or more areas. This will be noted on an interim report. The formal evaluation should provide the basis for the Building Level Assistance Plan.*

- A. The principal and the teacher work together to develop the details of the Plan.
- B. The Plan will be recorded on the BUILDING LEVEL ASSISTANCE PLAN FORM EG-5103-F.

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- C. The Plan will be finalized within five school days after the evaluation conference.
- D. A final evaluation date will be agreed upon by the teacher and the principal.

The intent of the Building Level Assistance Plan is to work within the building's own resources to accomplish the goal of improved teacher performance. If the plan is successful, documentation will remain with the teacher and principal and will not be forwarded to the teacher's personnel file. If, however, the principal feels that the progress brought about by the Building Level Assistance Plan is not sufficient to move the teacher out of the "Needs Improvement" category, the principal will:

*The Formal Evaluation may occur off cycle if the principal deems it necessary.

- A. recommend the teacher for District Level Assistance.
- B. initiate the District Level Assistance Plan by compiling the documentation from the initial observation, the Building Level Assistance Plan, and the follow-up Teacher Performance Appraisal.
- C. forward the documentation to the Administrative Review Team. This documentation and all other generated as a part of the District Level Assistance Plan will be placed in the teacher's personnel file.

III. District Level Assistance

A. Administrative Review Team

The Administrative Review Team (ART) will consist of the Director of Personnel and the Superintendent. The ART will take one of the following actions within five school days of notification by the building principal:

- 1) Return the referral to the building level for further work between the teacher and principal.
- 2) Request a second evaluator to observe/conference the teacher and report back to the ART.
- 3) Call for the formation of a District Level Assistance Team (DLAT). The teacher will have three school days to accept/reject the offer to work with the DLAT. If the teacher declines participation the final performance appraisal process described in Step 3 below will be implemented.

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B. District Level Assistance Team

The District Level Assistance Team (DLAT) will consist of two administrators appointed by the ART (the building principal may be one of the appointees) and one member requested by the teacher. The ART will appoint one of the administrators to chair the DLAT. The DLAT will develop and monitor the District Level Assistance Plan and use the DISTRICT LEVEL ASSISTANCE PLAN FORM to report back to the ART.

C. Final Teacher Evaluation

The final Teacher Evaluation will be conducted by the building principal under the supervision of the ART. If a second evaluator was used, that person may also be involved. During the final Teacher Evaluation a minimum of two observations/conferences will be held at approximately three week intervals. The final evaluation will be done on the CONTINUING CONTRACT TEACHER EVALUATION FORM.

At the end of this evaluation process the ART will make a final recommendation to the Superintendent indicating whether the teacher is now meeting District standards and will be returned to the regular evaluation process or whether due process procedures toward possible dismissal may begin.

If a teacher moves back to the regular evaluation process he/she shall be placed at the beginning of the three year evaluation cycle. The teacher would be involved in the comprehensive evaluation during the next school year.

If a recommendation for other action, including possible dismissal, is made, it would be forwarded to the Superintendent with all the necessary attention paid to policies, procedures, and requirement of law.

STUDENT TEACHERS

Faculty members of Mounds View Public Schools accept as part of their professional responsibility, the obligation to assist in training new members of the profession and to provide a strong student teaching experience upon request of the various teacher training institutions (hereafter "colleges").

Requests for student teachers assignments will be sent by the colleges to the Director of Human Resources. Details of assignments will be returned to the college by the Director of Human Resources. This procedure will ensure that the District Office has records of all student teachers assigned to the Mounds View schools.

- 1) Approval of the request must first be given by the appropriate principal prior to the supervising teacher making a decision on it.

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- 2) Student teachers may be assigned to any well-trained, skilled and experienced faculty member who is willing to serve.
- 3) The principal and teachers are authorized to cooperate with colleges in efforts to help revise and improve their teacher-training efforts, and to evaluate the programs in light of the benefits to the student teaches, faculty members and students involved.
- 4) Money received from colleges for the direction and supervision of student teacher/s will be paid to the supervising teacher/s by the District office. When two or more teachers supervise the same student teacher, the college will recommend the amount to be paid to each teacher and the District office will prorate the amount to be distributed among them.

STAFF DEVELOPMENT/PROFESSIONAL GROWTH COMMITTEE

The District's Staff Development Professional Growth Committee will ensure that:

- a) staff development efforts in the District place the highest priority on activities, programs, and other efforts to implement the graduation standards effectively and to upgrade that implementation continuously.
- b) staff development plans for the District address identified needs for graduation standards implementation throughout all levels of the school programs.
- c) inservice, staff meeting, and District and building level staff development plans and programs focus on implementation of the graduation standards at all levels for all students, including those with special needs.

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