District 110 Professional Growth, Reflection and Evaluation

- PGRE Plan -

2021-2025 *

* 2021-2022 Transition Plan included on pages 29-30 of the Appendix

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D110 Professional Growth, Reflection and Evaluation

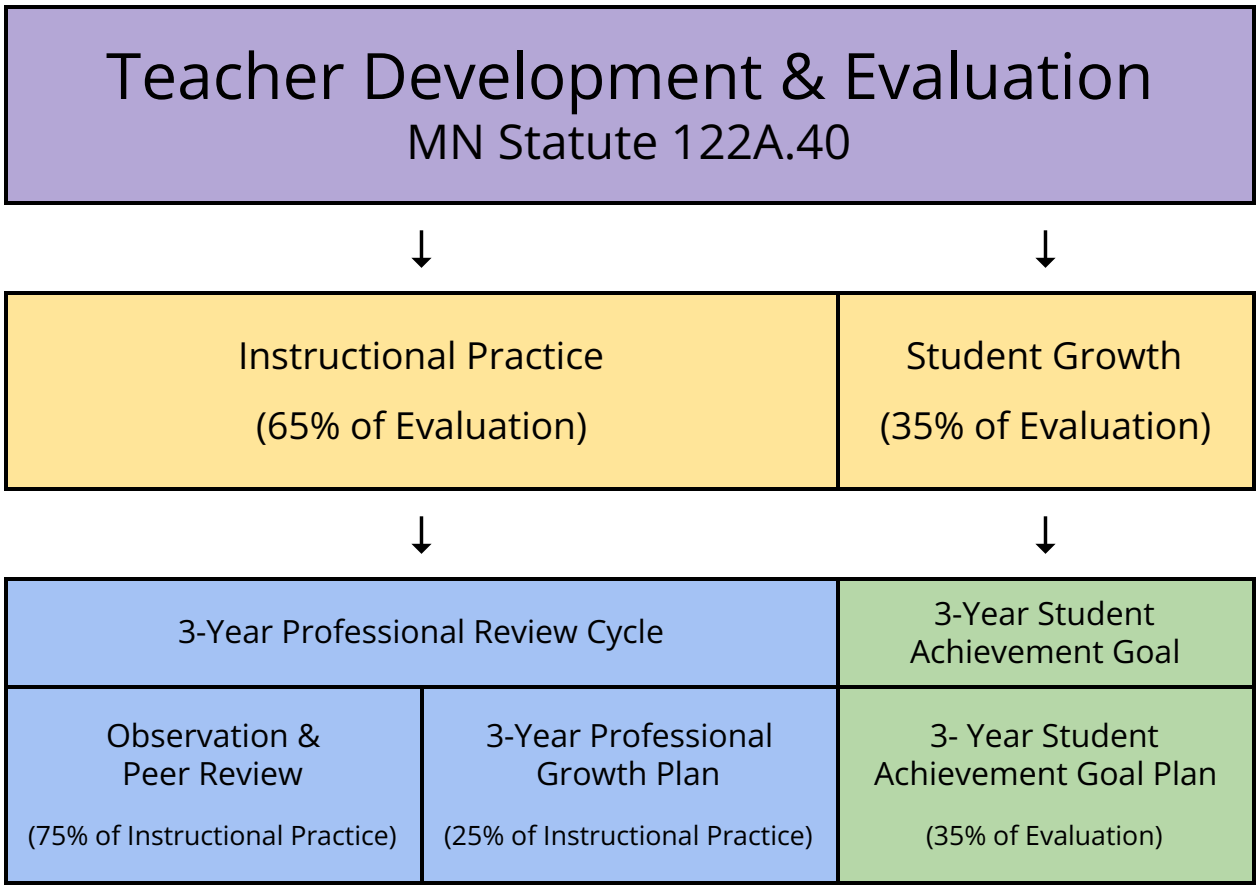
Why The purpose of teacher evaluation is to grow and develop teachers

How By implementing an evaluation tool and process with fidelity

- Creating cohesive systems
- Building capacity
- Encouraging collaboration
- Maximizing time, energy, and resources

What So that...

- All teachers can clearly and commonly understand what strategies impact student learning
- All teachers can identify their specific needs and be supported in their growth and development
- All students can learn and grow to their highest potential



3-Year Professional Review Cycle

At-a-Glance for Probationary Faculty

Preparing

New Teacher Orientation:

- Overview of the D110 Professional Growth, Reflection and Evaluation Plan (PGRE Plan)
- Marzano Focused Teacher Evaluation Model Training - Classroom and Non Classroom
- With guidance and support, develop a Professional Growth Plan based on the Core Elements of the Marzano Focused Teacher Evaluation Model
    - Core 8 Elements for Classroom Faculty
    - Core 6 Elements for Non Classroom Faculty
- With guidance and support, determine an area of focus and establish baseline data for the Student Achievement Goal (Classroom) or Program Development Goal (Non Classroom)

Year 1

Fall-Spring: D110 Mentor Program

- Guided PD on the Core Elements of the Marzano Focused Teacher Evaluation Model

Fall-Spring: Engage in the Evaluation Process

- 3 formal observations by evaluator
- Monitor Student Achievement Goal or Program Development Goal

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Year 2

Fall-Spring: D110 Mentor Program

- Guided PD on the Core Elements of the Marzano Focused Teacher Evaluation Model

Fall-Spring: Engage in the Evaluation Process

- 2 formal and 1 informal observations by evaluator
- Monitor Student Achievement Goal or Program Development Goal

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Year 3

Fall-Spring: D110 Mentor Program

- Guided PD on the Core Elements of the Marzano Focused Teacher Evaluation Model

Fall-Spring: Engage in the Evaluation Process

- 1 formal and 2 informal observations by evaluator
- Monitor Student Achievement Goal or Program Development Goal

Spring: Evidence of Learning and Reflection

- Present 3-Year Professional Growth Plan to evaluator
- Present 3-Year Student Achievement Goal to evaluator
- Feedback and reflection with evaluator
- Discuss recommendation for continuing contract status

3-Year Professional Review Cycle

At-a-Glance for Continuing Contract Faculty

Preparing

Spring: Complete Self-Assessment

- Select 1 Target Element from the Marzano Focused Teacher Evaluation Model
  - Core 8 + 1 Target Element for Classroom Faculty
  - Core 6 + 1 Target Element for Non Classroom Faculty

Summer/Fall: Develop 3-Year Growth Plans

- Develop a 3-Year Professional Growth Plan based on the selected Target Element
- Determine an area of focus and establish baseline data for the 3-Year Student Achievement Goal (Classroom) or Program Development Goal (Non Classroom)

Year 1

Fall-Spring: Guided Learning, Self-Directed Learning, and Action

- Professional Growth Plan
- Student Achievement Goal or Program Development Goal

Fall-Spring: Engage in Evaluation Process

- Peer review with an instructional coach
- 3 walkthrough observations by evaluator

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Year 2

Fall-Spring: Guided Learning, Self-Directed Learning, and Action

- Professional Growth Plan
- Student Achievement Goal or Program Development Goal

Fall-Spring: Engage in Evaluation Process

- Peer review with an instructional coach
- 3 walkthrough observations by evaluator

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Summative Year 3

Fall-Spring: Guided Learning, Self-Directed Learning, and Action

- Professional Growth Plan
- Student Achievement Goal or Program Development Goal

Fall-Spring: Engage in Summative Evaluation

- 1 formal and 2 informal observations by evaluator

Spring: Evidence of Learning and Reflection

- Present 3-Year Professional Growth Plan to evaluator
- Present 3-Year Student Achievement Goal to evaluator
- Feedback and reflection with evaluator

Marzano Focused Teacher Evaluation Model

Core 8 Elements for Classroom Faculty

Element		Focus Statement
Domain: Standards-Based Planning		
1	Planning Standards-Based Lessons/Units	Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
2	Aligning Resources to Standards(s)	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.
3	Planning to Close the Achievement Gap Using Data	Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap
Domain: Standards-Based Instruction		
4	Identifying Critical Content from the Standards	Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.
Domain: Conditions for Learning		
18	Using Engagement Strategies	Teacher uses engagement strategies to engage or re-engage students with the content.
Domain: Professional Responsibilities		
21	Adhering to School and District Policies and Procedures	Teacher adheres to school and district policies and procedures.
22	Maintaining Expertise in Content and Pedagogy	Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).
23	Promoting Teacher Leadership and Collaboration	Teacher promotes teacher leadership and a culture of collaboration.

Marzano Focused Teacher Evaluation Model

Self-Selected Target Elements for Classroom Faculty

Element		Focus Statement
Domain: Standards-Based Instruction		
5	Previewing New Content	Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.
6	Helping Students Process New Content	Teacher systematically engages student groups in processing and generating conclusions about new content.
7	Using Questions to Help Students Elaborate on Content	Teacher uses a linear sequence of increasingly complex questions that require students to critically think about the content.
8	Reviewing Content	Teacher engages students in brief review of content that highlights the cumulative nature of the content.
9	Helping Students Practice Skills, Strategies, and Processes	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.
10	Helping Students Examine Similarities and Differences	When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.
11	Helping Students Examine Their Reasoning	Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.
12	Helping Students Revise Knowledge	Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.
13	Helping Students Engage in Cognitively Complex Tasks	Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.
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Domain: Conditions for Learning		
14	Using Formative Assessment to Track Progress	Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.
15	Providing Feedback and Celebrating Progress	Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.
16	Organizing Students to Interact with Content	Teacher organizes students into appropriate groups to facilitate the learning of content.
17	Establishing and Acknowledging Adherence to Rules and Procedures	Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
19	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.
20	Communicating High Expectations for Each Student to Close the Achievement Gap	Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Marzano Focused Teacher Evaluation Model

Core 6 Elements for Non Classroom Faculty *

Element		Focus Statement
Domain: Planning and Preparing to Provide Support		
1	Establishing and Communicating Clear Goals for Supporting Services	Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Domain: Supporting Student Achievement		
4	Demonstrating Knowledge of Students	Instructional support member demonstrates knowledge of the unique needs of students in the school/district.
5	Helping Students Meet Achievement Goals	Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.
Domain: Professional Responsibilities		
14	Demonstrating Knowledge of Professional Practice (Area of Expertise)	Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
15	Promoting Positive Interactions with Colleagues and Community	Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.
16	Adhering to School and District Policies and Procedures	Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

* The Marzano Focused Non-Classroom Evaluation Model is best suited for staff members who support instruction at the school or district level, but who do not have day-to-day teaching schedules with specific groups of students. In District 110, these groups include: Media & Technology Integrationists, School Nurses, Instructional Coaches, School Counselors, Speech & Language Pathologists, Special Education Center-based Specialists, School Psychologists, Occupational Therapists, Physical Therapists, Social Workers, Full-time DAPE, DHH Specialist, Special Education Assessment Team, and Early Childhood Family Educators.

Marzano Focused Teacher Evaluation Model

Self-Selected Target Elements for Non Classroom Faculty

Element		Focus Statement
Domain: Planning and Preparing to Provide Support		
2	Helping the School/District Achieve Goals	Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
3	Using Available Resources	Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district
Domain: Supporting Student Achievement (select from this domain only if applicable)		
6	Planning Standards-Based Lessons/Units	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
7	Identifying Critical Content	Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.
8	Using Questioning Strategies	Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.
9	Facilitating Groups	Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.
10	Managing Student Behavior	Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
11	Using Engagement Strategies	Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.
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Domain: Continuous Improvement of Professional Practice		
12	Reflecting and Evaluating Personal Performance	Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors
13	Using Data and Feedback to Support Changes to Professional Practice	Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
Domain: Professional Responsibilities		
17	Supporting and Participating in School and District Initiatives	Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.

Marzano Focused Teacher Evaluation Model

Classroom and Non Classroom Rating Scale

Teacher performance on the Marzano Focused Teacher Evaluation Model will be noted using the following performance scale:

Not Using - 0	Beginning - 1	Developing - 2	Applying - 3	Innovating - 4

3-Yr Professional Growth Cycle for Continuing Contract Faculty

Longitudinal Data on Student Learning and Engagement

Preparing - Prior to Fall of Year 1

Timeline	Task	Means	Supporting Documents
May	Complete Self-Assessment	Individual activity	iObservation - Self-Assessment Evaluation Rubric: Marzano Focused Teacher Evaluation Model
June An alternate date will also be established during Back-to-School Workshop Week	Review the 8 Core or Core 6 Elements of the Marzano Focused Teacher Evaluation Model Develop a 3-year Professional Growth Plan ● Use self-assessment results to inform areas of focus ● Select 1 Target Element as the basis for the Professional Growth Plan ● Develop an action plan ● Explore opportunities to engage in a collaborative learning network Develop 3-Year Student Achievement Goal (Classroom) or Program Development Goal (Non Classroom) ● Determine an area of focus ● Establish a baseline ● Create a goal	Design workshop facilitated by Principals and Department of Teaching & Learning 1.5 hours of flexible professional development time	iObservation - Professional Growth Plan * iObservation - Student Achievement Goal or Program Development Goal * Evaluation Rubric: Marzano Focused Teacher Evaluation Model * Additional support available on the Schoology resources site

Cycle Year 1 - Guided Learning, Self-directed Learning, and Action

Timeline	Task	Means	Supporting Documents
September - April	Implement 3-year Professional Growth Plan (Year 1 of 3) ● Engage in guided learning, self-directed learning and action ● Participate in collaborative opportunities with learning network (articles, videos, literature review, etc.)	6 hours of flexible Professional Development time	iObservation - Professional Growth Plan
September - April	Engage in evaluation process through peer review with an instructional coach ● Traditional coaching; or ● Collaborative observation; or ● Micro-teaching	Instructional Coach	Instructional coaching resources
September - April	Engage in evaluation process through walkthrough observations by an evaluator ● Focused on the 8 Core + 1 Target Elements for Classroom Faculty; or ● Focused on the 6 Core + 1 Target Elements for Non Classroom Faculty	Administrative Walkthrough Model ● Frequency = 3X ● Brief follow-up and feedback (face-to-face optional)	iObservation - Evaluation Tool
April-May	End-of-year touchpoint with evaluator ● Discuss and reflect ● Make revisions to Professional Growth Plan (if necessary) ● Monitor Student Achievement Goal or Program Development Goal	Scheduled with Evaluator ● 15-20 Minutes	iObservation - Professional Growth Plan iObservation - Student Achievement Goal or Program Development Goal
Summer	Make revisions to Professional Growth Plan ● Submit revised plan by September 15	Individual Activity	iObservation - Professional Growth Plan

Cycle Year 2 - Guided Learning, Self-directed Learning, and Action

Timeline	Task	Means	Supporting Documents
September - April	Implement 3-year Professional Growth Plan (Year 2 of 3) ● Engage in guided learning, self-directed learning and action ● Participate in collaborative opportunities with learning network (articles, videos, literature review, etc.)	6 hours of flexible Professional Development time	iObservation - Professional Growth Plan
September - April	Engage in evaluation process through peer review with an instructional coach ● Traditional coaching; or ● Collaborative observation; or ● Micro-teaching	Instructional Coach	Instructional coaching resources
September - April	Engage in evaluation process through walkthrough observations by an evaluator ● Focused on the 8 Core + 1 Target Element for Classroom Faculty; or ● Focused on the 6 Core + 1 Target Element for Non Classroom Faculty	Administrative Walkthrough Model ● Frequency = 3X ● Brief follow-up and feedback (face-to-face optional)	iObservation - Evaluation Tool
April-May	End-of-year touchpoint with evaluator ● Discuss and reflect ● Make revisions to Professional Growth Plan (if necessary) ● Monitor Student Achievement Goal or Program Development Goal	Scheduled with Evaluator ● 15-20 Minutes	iObservation - Professional Growth Plan iObservation - Student Achievement Goal or Program Development Goal
Summer	Make revisions to Professional Growth Plan ● Submit revised plan by September 15	Individual Activity	iObservation - Professional Growth Plan

Cycle Year 3 - Summative

Timeline	Task	Means	Supporting Documents
September - April	Implement 3-year Professional Growth Plan (Year 3 of 3) ● Engage in guided learning, self-directed learning and action ● Participate in collaborative opportunities with learning network (articles, videos, literature review, etc.)	6 hours of flexible Professional Development time	iObservation - Professional Growth Plan
September - April	Engage in Summative Evaluation process 1 Formal Observation ● Pre-Observation ● Observation ● Post-Observation 2 Informal Observations ● One of PLC Planning	Scheduled with Evaluator ● Minimum of 60 minutes total ● Broken into smaller 20 minute observations ● Face-to-Face Feedback	iObservation - Pre-Observation form and Post-Observation Form
April-May	Evidence of learning and reflection with evaluator ● Present 3-Year Professional Growth Plan ● Present 3-Year Student Achievement Goal ● Feedback and reflection ● Discuss possible areas of focus for next 3-year cycle	Scheduled with Evaluator ● 60 Minutes	iObservation - Evaluation Tool iObservation - Professional Growth Plan iObservation - Student Achievement Goal or Program Development Goal
May	Complete Self-Assessment	Individual activity	iObservation - Self-Assessment Evaluation Rubric: Marzano Focused Teacher Evaluation Model

Final Evaluation Score

iObservation - Software Management Platform

A final evaluation score will be calculated in iObservation following each **3-year Professional Review Cycle.**

Instructional Practice 65% of Evaluation		Student Growth 35% of Evaluation
↓	↓	↓
Observation Scores 75% of Instructional Practice	Professional Growth Plan 25% of Instructional Practice	Student Achievement Goal 35% of Evaluation
Based on ↓	Based on ↓	Based on ↓
Walkthrough, informal, and formal observation scores	3-Year Professional Growth Plan Rubric	3-Year Student Growth Plan Rubric

A 4-point rating scale will be used to score each component, which calculates into the final evaluation score:

Highly Effective	3.5 - 4.0
Effective	2.5 - 3.49
Needs Improvement	1.5 - 2.49
Unsatisfactory	0.0 - 1.49

Teacher Portfolio/E-Folio (Optional)

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

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice may not be observable or collected through the observation process, so a portfolio is a teacher's opportunity to share that evidence with the evaluator. A teacher choosing to submit a portfolio should align the evidence collected with the Professional Teaching Standards of the Marzano Focused Teacher Evaluation Model.

There are countless types of evidence and artifacts that are appropriate for a teacher's portfolio. Portfolio artifacts and evidence of practice may include, but are not limited to, the following:

Standards-Based Planning

- Curriculum Maps or Units of Study
- Communication of standards, learning targets, and criteria for success (e.g. scales or rubrics)
- Use of scales or rubrics
- Grading policies and practices
- Course documents distributed to students and parents (e.g., course syllabi, study guides, graphic organizers, etc.)

Standards-Based Instruction

- Evidence-based instructional strategies
- Use of assessment data (formative or summative)
- Samples of student work and student feedback
- Instructional technology
- Learning activities or projects
- Reflections of micro-teaching or collaborative observation
- Student portfolios

Conditions for Learning

- Classroom environment
- Student or parent survey data

Professional Responsibilities

- Communication to students and parents
- Professional Learning Community (PLC) reflection
- Committee participation, presentations, etc.
- Letters of thanks and commendation
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters, and reports

A portfolio may also be a way for a teacher to demonstrate growth in response to formative feedback. For example, a teacher may have received feedback from an evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working groups. Or, the teacher could offer a reflection stating, "As a result of your feedback about students not working in groups, I intentionally planned activities in each unit where group work took on a greater role."

Teacher Improvement Process for Continuing Contract Teachers

Overview

Minnesota Statute Section 122A.40, subdivision 8, clause 11 provides that a school district's annual evaluation process for teachers "must give teachers not meeting professional teaching standards . . . support to improve through a teacher improvement process that includes established goals and timelines." The teacher improvement process is support for continuing contract teachers when an administrator identifies serious performance deficiencies that require attention. The process does not include probationary teachers.

The support provided through the teacher improvement process is confidential, comprehensive, and may include assistance in one or more of Marzano Focused Teacher Evaluation Model Domains: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, or Professional Responsibilities.

The school district's administration is responsible for determining whether a teacher's performance or conduct necessitates discipline or placement in the teacher improvement process. The WEA shall not have any role in this decision, but retains its right to grieve any discipline of a teacher.

Improvement Process

Step 1: Initial Intervention – Identify the Area(s) of Performance Concern

If the teacher's administrator has concerns about a teacher's job performance, or as a follow-up to a summative evaluation that contains a final rating of less than effective, then he/she will make contact with the teacher. The teacher's administrator shall draft a letter of expectations outlining the areas where the teacher must improve and present it to the teacher in a conference setting. The letter will be offered as a constructive way to clarify the administrator's expectations and assist the teacher in improving his/her performance.

The teacher's administrator and the teacher will meet at a time(s) established in the letter of expectations to assess the teacher's performance. If the teacher's administrator determines the teacher has met the expectations provided, then the teacher will exit the teacher improvement process. If the teacher's administrator determines the teacher has continued to perform his/her job duties at an unsatisfactory level, then the administrator will direct the teacher to the next step of the teacher improvement process.

The letter of expectations will not be considered discipline.

The letter of expectations will be placed in the teacher's personnel file.

Step 2: Formal Intervention – Identify the Area(s) of Deficiency

The teacher's administrator shall draft a letter of deficiency identifying the specific professional teaching standards/student outcome components where improvement is necessary, the reasons for the intervention including an outline of the evidence supporting the administrator's concerns, and the required corrective action.

The teacher's administrator will provide the teacher with written notification of an in-person meeting where he/she will communicate the area(s) of performance concern. The in-person meeting will be scheduled within five (5) school days of the written notification.

Step 3: Communicate the Area(s) of Deficiency

The teacher's administrator communicates the area(s) of performance concern at an in-person meeting and presents the letter of deficiency to the teacher. The administrator and teacher collaborate to resolve the identified performance concerns through the use of an Improvement Plan. The Improvement Plan may be presented and discussed with the teacher during this meeting or a second meeting may be scheduled to accomplish that task.

At the request of the teacher, a union representative may attend this meeting.

The letter of deficiency will be placed in the teacher's personnel file.

Step 4: Create the Teacher Improvement Plan

During the in-person meeting discussed in Step 3, or at a subsequent in-person meeting, the teacher and his/her administrator work together to create an Improvement Plan. At the request of the teacher, a union representative may attend this meeting.

The Improvement Plan (see Appendix G) is based on the Marzano Focused Teacher Evaluation Model and longitudinal data on student learning and engagement and includes the following factors:

- Performance Goal(s): The teacher's current level of performance/behavior as outlined by the teacher's administrator and the required level of performance/behavior upon completion of the Improvement Plan. The goals must be specific, measurable, attainable, and results-based.

- Action Steps: The specific tasks/duties the teacher must complete, including how the administration will assist the teacher in completing the tasks/duties, and a timeline for completing goals and the full improvement plan.

- Data Collection Methods/Sources: The specific methods of data collection and the sources of the data the teacher's administrator will use to gather evidence of improvement. These may include specific activities as described in the teacher evaluation program or others as discussed in the face-to-face meeting.

- Frequency and Types of Feedback: The frequency of feedback the teacher should expect to receive from his/her administrator (e.g., regular meetings) and the types of feedback (e.g., building administrator observations and evaluations, district-level administrator observations and evaluations, peer observations and evaluations).

- Evidence of Progress: The specific documentation/evidence that will be used to determine the teacher's progress toward the performance goals.

- Timeframe: the specific timeframe for formative feedback on progress as well as summative assessment of progress. The duration of the Improvement Plan is individualized and based on evidence of continuous, acceptable progress.

The teacher has the opportunity to ask any clarifying questions before the Improvement Plan is implemented.

The Improvement Plan will be placed in the teacher's personnel file.

Step 5: Implement the Improvement Plan

The Improvement Plan is implemented by the teacher with the support of his/her administrator.

It is expected the teacher will:
- Participate in the activities/actions identified in the Improvement Plan
- Be receptive and flexible in implementing different strategies to improve performance
- Actively collect evidence related to the performance goals
- Maintain a proactive stance in his/her professional improvement
- Engage in professional reflection to aid in professional growth
- Ask for clarification from administrator when needed
- Be responsible for meeting timelines

It is expected the teacher's administrator will:
- Provide feedback and support strategies for improvement of performance
- Be open and available to provide clarification when requested
- Monitor the teacher's performance for improvement

The teacher's administrator provides assistance in developing strategies to meet the identified goals and to support the teacher in completing the steps of the Improvement Plan. Support strategies may include, but are not limited to, the following:

- Formal and informal observations of the teacher and feedback
- Opportunities for teacher to observe peers in instructional environment
- Peer coaching, mentoring, or other forms of peer support
- Target professional development
- Frequent review of Improvement Plan to determine progress

The teacher's administrator may discuss support strategies with the teacher's peers, but care must be taken to maintain the confidentiality of the teacher's private personnel data throughout the process.

Step 6: Monitor the Improvement Plan

The teacher's administrator shall meet with the teacher to conduct Improvement Plan conferences, which will be held at predetermined times. The purposes of these conferences are to monitor the teacher's progress on the Improvement Plan and provide intervention, if necessary. At the request of the teacher, a union representative may attend these meetings.

The teacher is responsible for providing evidence of his/her progress towards meeting the goals of the Improvement Plan.

Step 7: Assess the Results of the Improvement Plan

At the end of the timeframe established in the Improvement Plan, the teacher and his/her administrator meet to assess the teacher's progress toward resolving the area(s) of concern. The teacher and his/her administrator will review all evidence including:

- Teacher's Improvement Plan
- Evidence collected by the administrator during the timeframe of the Improvement Plan
- Documentation of progress towards meeting performance goals
- Additional evidence provided by the teacher
- Teacher's personnel file

The teacher's administrator is responsible for determining whether adequate progress was made in the teacher improvement process.

Step 8: Determine the Outcome of the Improvement Plan

The administrator's summative assessment of teacher improvement results in one of the following courses of action:

- A decision to exit the teacher from the teacher improvement process. The teacher completes the Marzano Focused Teacher Evaluation Model self-assessment using the online teacher rubric and re-enters the three-year professional evaluation cycle.
- A decision to modify the teacher improvement plan or create a new teacher improvement plan, which would require repeating Steps 1-6. This could include discipline for a teacher failing to make adequate progress. Discipline must be in accordance with the terms of the teachers' collective bargaining agreement and Minnesota statutes.
- A decision to discipline the teacher for failure to make adequate progress in the teacher improvement process. Per Minnesota Statutes Section 122A.40, subdivision 8, clause 12, discipline may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate. Discipline must be in accordance with the terms of the teachers' collective bargaining agreement and Minnesota statutes.

The teacher's administrator will complete the form, Outcome of Improvement Plan (Appendix H). A copy of the completed form will be provided to the teacher.

The completed Outcome of Improvement Plan form will be placed in the teacher's personnel file.

District 110 Professional Growth, Reflection and Evaluation
- PGRE Plan -

Appendix Resources

Glossary

Continuing Contract Teacher - A teacher who has successfully completed his/her probationary period. The teaching contract of a continuing contract teacher must remain in full force and effect and may not be terminated, except as provided by Minnesota law.

Core 8 Elements - A set of district selected elements from the Marzano Focused Teacher Evaluation Model in which proficiency at the Applying or Innovating level is expected. These are "non-negotiable" elements for all teachers that lead to high impact instruction.

Desired Effect - The intended outcome or reason for utilizing a specific strategy.

Domain - A body of knowledge or area of expertise defined by research representing a particular aspect of teaching.

There are 4 Domains in Marzano Focused Teacher Evaluation Model

> **Standards-Based Planning -** Planning instruction based on State Standards, Common Core, or College and Career Readiness Standards, unpacking the standards to identify learning targets, and selecting strategies and resources to ensure that all students can demonstrate proficiency in the identified standard(s)
>
> **Standards-Based Instruction -** Instruction intended to lead students to mastery or proficiency in State Standards, Common Core, or College and Career Readiness Standards.
>
> **Conditions for Learning** - Those conditions that influence the learning environment.
>
> **Professional Responsibilities** - Teacher collegiality and professional behavior.

There are 4 Domains in the Marzano Focused Non-Classroom Evaluation Model

> **Planning and Preparing to Provide Support** - Identifying goals and selecting resources to support district outcomes
>
> **Supporting Student Achievement** - Demonstrating a knowledge of their students and develop goals to support their growth
>
> **Continuous Improvement of Professional Practice** - Using data and feedback to reflect, in order to make changes in professional practice.
>
> **Professional Responsibilities** - Teacher collegiality and professional behavior.

Evaluator - The principal, director or administrative designee responsible for overseeing and completing the observation and evaluation process.

Evidence

Teacher Evidence - Specific observable artifacts or behaviors that teachers engage in when using a particular instructional strategy.

Student Evidence - Specific observable artifacts or behaviors that students engage in response to the teacher's use of particular instructional strategies.

Focus Statement - Statement (included in the protocol) that defines and specifies the constructs of a particular element. It identifies the behaviors the teacher should demonstrate to perform at the Developing level on the rating/feedback scale.

Instructional Coach - A teacher-leader trained in both the Marzano Focused Teacher Evaluation Model, Marzano Non-Classroom Model and cognitive coaching strategies who will work with teachers to assist and support them in their development and evaluation.

Learning Network - A supported process in which teachers work collectively and collaboratively to examine instructional practices, improve their effectiveness, and increase student achievement.

Peer Review

Collaborative Observation - Instructional coach and peer colleague join 20-30 minutes of a synchronous or asynchronous lesson. The process is reciprocated with the partner colleague. A pre conference and reflection conversation bookend the experience with an instructional coach and colleague in which observations are shared, questions are voiced, and context for instructional choices is provided.

Micro-Teaching - A 10-30 minute lesson is recorded. Individually, staff member and instructional coach watch the live recording or screencast to gain a more clear picture of the classroom realities in order to collect observational data to inform instructional decisions. A pre conference and reflection conversation with an instructional coach (and PLC, if interested) bookend the experience.

Traditional Observation - Instructional coach 30 minute observation of a livestream or in person lesson being mindful of strategies and/or instructional choices related to engagement and staff member's professional goal. A pre conference and reflection conversation with an instructional coach who has collected anecdotal and observational data, bookend the experience.

Post-Reflection Conference - The post- reflection conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations, and plan forward.

Pre-Planning Conference - The pre-planning conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer discuss the lesson, engage in collaborative decision making, clarify expectations and/or identify areas where specific feedback will be provided.

Probationary Teacher - A teacher in his/her first three consecutive years of his/her first teaching experience in Minnesota in a single district, or a teacher who had completed three years of continuous employment in another Minnesota district and is now in his/her first year in a new school district. The school board has considerable discretion in deciding whether or not to renew the teaching contract of a probationary teacher.

Professional Growth Plan - A growth plan designed to gain proficiency in specific areas of instructional practice. Target Elements from the teacher's self-assessment will be the focus of the 3-Year Professional Growth Plan. Two elements are chosen - one from the Standards-Based Planning Domain, and one from the Conditions for Learning Domain. This plan is created by the teacher and is a component of the teacher's summative evaluation.

Observation

Walk-Through Observation - Brief, informal classroom observations of 10-15 minutes in length in which the observer gathers evidence regarding specific instructional practices. Timely feedback is given face-to-face or electronically via iObservation. Walkthroughs can be announced or unannounced.

Informal Observation - An informal observation for a portion of a class period or instructional event. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While pre-planning and post-reflection conference forms are not required, observers will provide timely feedback to teachers regarding these observations in a face to face meeting. Informal observations can be announced or unannounced.

Formal Observation - An observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a pre-planning and post-reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the pre-planning conference and the post-reflection conference should be scheduled and conducted in a timely manner. The pre-planning and post-reflection forms are found in iObservation. Formal observations are announced.

Self-Assessment – Personal reflection about one's instructional practice to identify strengths and areas for improvement without input from others. The purpose of the self-assessment is to guide discussion about goal-setting and professional development.

Student Achievement Goal - Teachers use local measures of student achievement to determine baseline data in a focused area. They will monitor and evaluate the data to promote changes in their instructional practices. This goal will be monitored over the entire 3-year evaluation cycle. This will make up 35% of a teacher's summative evaluation score.

Summative Evaluation - The summative results of the 3-year Professional Review Cycle including, observations, peer review, the Professional Growth Plan, and the Student Achievement Goal (Classroom Faculty) or Program Development Goal (Non Classroom Faculty). See graphic on page 2.

Target Elements - Selected elements from the teacher's self-assessment that will be the focus of the 3-Year Professional Growth Plan.

2021-2022 Transition Year for Continuing Contract Faculty

Marzano Focused Teacher Evaluation Model for Classroom Faculty

The 2021-2022 school year will be considered a transition year to the new District 110 Professional Growth, Reflection, and Evaluation Plan (PGRE Plan). This year only, all continuing contract faculty will engage in the same learning experiences with guided support from the Department of Teaching and Learning, principals, and directors. The evaluation cycle will resume in 2022-2023 with continuing contract faculty moving forward to the next cycle year (based on 2020-2021 status). This transition year does not affect probationary faculty.

Learn (Spring & Summer 2021)

- **Introduction and Overview**
  - Participate in training to receive an introduction and overview of the Marzano Focused Teacher Evaluation Model for Classroom Faculty
  - Become familiar with the D110 Core 8 Elements
- **Develop 1-Year Professional Growth Plan (with Guided Support)**
  - Develop a 1-Year Professional Growth Plan based on 2 Core Elements of the Marzano Focused Teacher Evaluation Model
    - Identifying Critical Content from the Standards
    - Using Engagement Strategies
  - Determine an area of focus and establish baseline data for the Student Achievement Goal

Implement (Fall 2021 - Spring 2022)

- **Practice and Gain Proficiency (with Guided Support)**
  - Practice and gain proficiency in the D110 Core 8 Elements
  - Monitor student achievement baseline data
  - Engage in collaborative coaching and guided support for the 1-Year Professional Growth Plan
    - 7.5 hours of professional development scheduled at flexible times throughout the school year
- **Engage in a "mini" Summative Evaluation with Evaluator**
  - A minimum of 1 walkthrough
  - A minimum of 1 informal observation
  - Learning and reflection conference at the end of the year

Prepare for 2022-2023

- Refer to page 4 for preparing steps

2021-2022 Transition Year for Continuing Contract Faculty

Marzano Focused Teacher Evaluation Model for Non Classroom Faculty

The 2021-2022 school year will be considered a transition year to the new District 110 Professional Growth, Reflection, and Evaluation Plan (PGRE Plan). This year only, all continuing contract faculty will engage in the same learning experiences with guided support from the Department of Teaching and Learning, Principals, and Directors. The evaluation cycle will resume in 2022-2023 with continuing contract faculty moving forward to the next cycle year (based on 2020-2021 status). This transition year does not affect probationary faculty.

Learn (Spring & Summer 2021)

- **Introduction and Overview**
    - Participate in training to receive an introduction and overview of the Marzano Focused Teacher Evaluation Model for Non Classroom Faculty
    - Become familiar with the D110 Core 6 Elements
- **Develop 1-Year Professional Growth Plan (with Guided Support)**
    - Develop a 1-Year Professional Growth Plan based on 2 Core Elements of the Marzano Focused Teacher Evaluation Model
        - Establishing and Communicating Clear Goals for Supporting Services
        - Demonstrating Knowledge of Students
    - Determine an area of focus and establish baseline data for the Program Development Goal

Implement (Fall 2021 - Spring 2022)

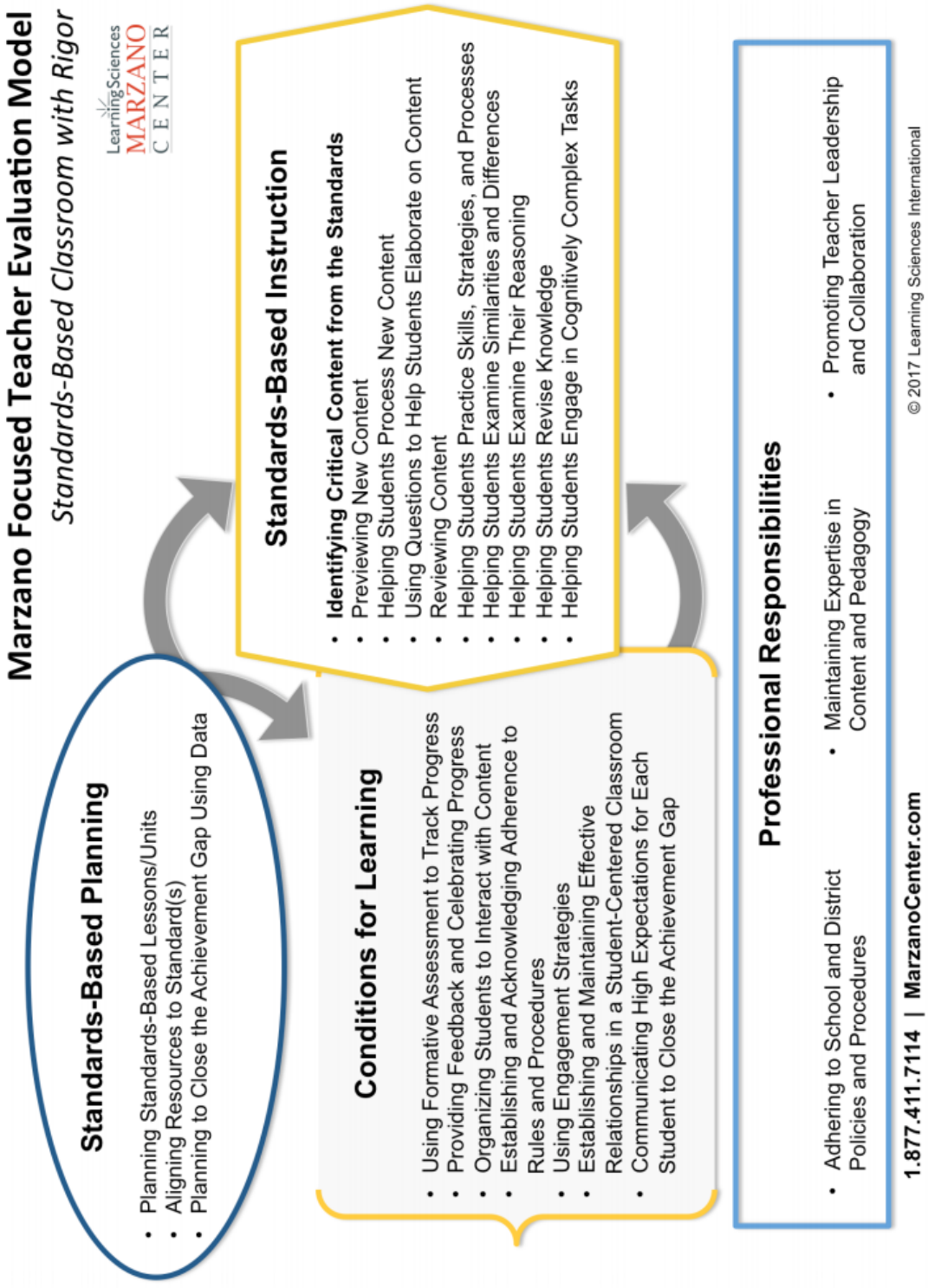
- **Practice and Gain Proficiency (with Guided Support)**
    - Practice and gain proficiency in the D110 Core 6 Elements
    - Monitor program goal baseline data
    - Engage in collaborative coaching and guided support for the 1-Year Professional Growth Plan
        - 7.5 hours of professional development scheduled at flexible times throughout the school year
- **Engage in a “mini” Summative Evaluation with Evaluator**
    - A minimum of 1 walkthrough
    - A minimum of 1 informal observation
    - Learning and reflection conference at the end of the year

Prepare for 2022-2023

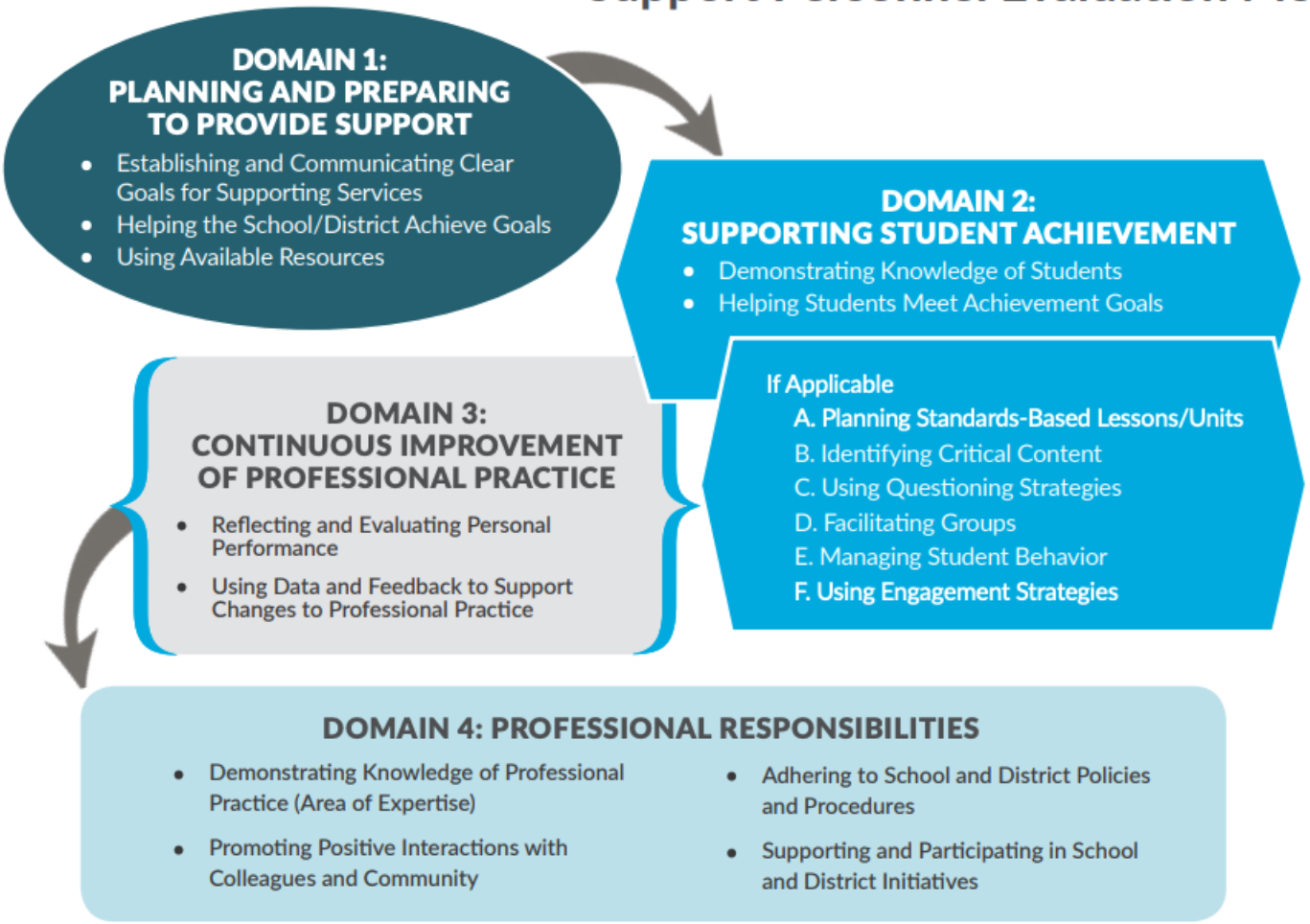
- Refer to page 4 for preparing steps

Marzano Focused Teacher Evaluation Model

Classroom Faculty Success Map



Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



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Teacher Improvement Plan

In order to correct the deficiencies noted in the _____ Letter of Deficiency, it is expected that you will accomplish the following goal(s) in accordance with the timelines provided.

Area(s) of Deficiency:

Marzano Focused Teacher Evaluation Model Element(s)	Current Level of Performance/Behavior

Improvement Plan:

Performance Goal(s)	Action Steps with Timeline and Specific Dates	Data Collection Methods and Sources	Frequency and Types of Feedback	Evidence of Progress (Data) and Dates when Achieved

At the end of the timeframe established in the Improvement Plan, the teacher and administrator will meet to assess the teacher's progress toward achieving the requirements of this Improvement Plan. The administrator's summative assessment of teacher improvement will result in the decision to: 1) exit the teacher from the teacher improvement process; 2) modify the teacher improvement plan or create a new teacher improvement plan, which could include discipline for failure to make adequate progress; or 3) discipline the teacher for failure to make adequate progress in the teacher improvement process.

I have reviewed this Improvement Plan with the teacher.

Evaluator Signature: Date:

I have reviewed this Improvement Plan with my administrator.

Teacher Signature: Date:

CC: Teacher, Administrator, Director of Human Resources, Teacher's Personnel File
Outcome of Teacher Improvement Process

Outcome of Teacher Improvement Process

Date:

TO:

FR:

RE: Outcome of your placement on the Improvement Plan

On _____, you were placed on an Improvement Plan for cited performance deficiencies. Performance improvement expectations were also provided, along with action plan(s) and timeline(s) for their accomplishment. The following summarizes my assessment of your results towards meeting those improvement expectations:

Outcomes of performance goal(s) established in the Improvement Plan

Comments on teacher's overall performance on the Improvement Plan

As a result of your performance on the Improvement Plan, I am recommending the following course of action:

I have reviewed this form with the teacher.

Evaluator Signature: Date:

I have reviewed this form with my administrator.

Teacher Signature: Date:

CC: Teacher, Administrator, Director of Human Resources, Teacher's Personnel File