

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



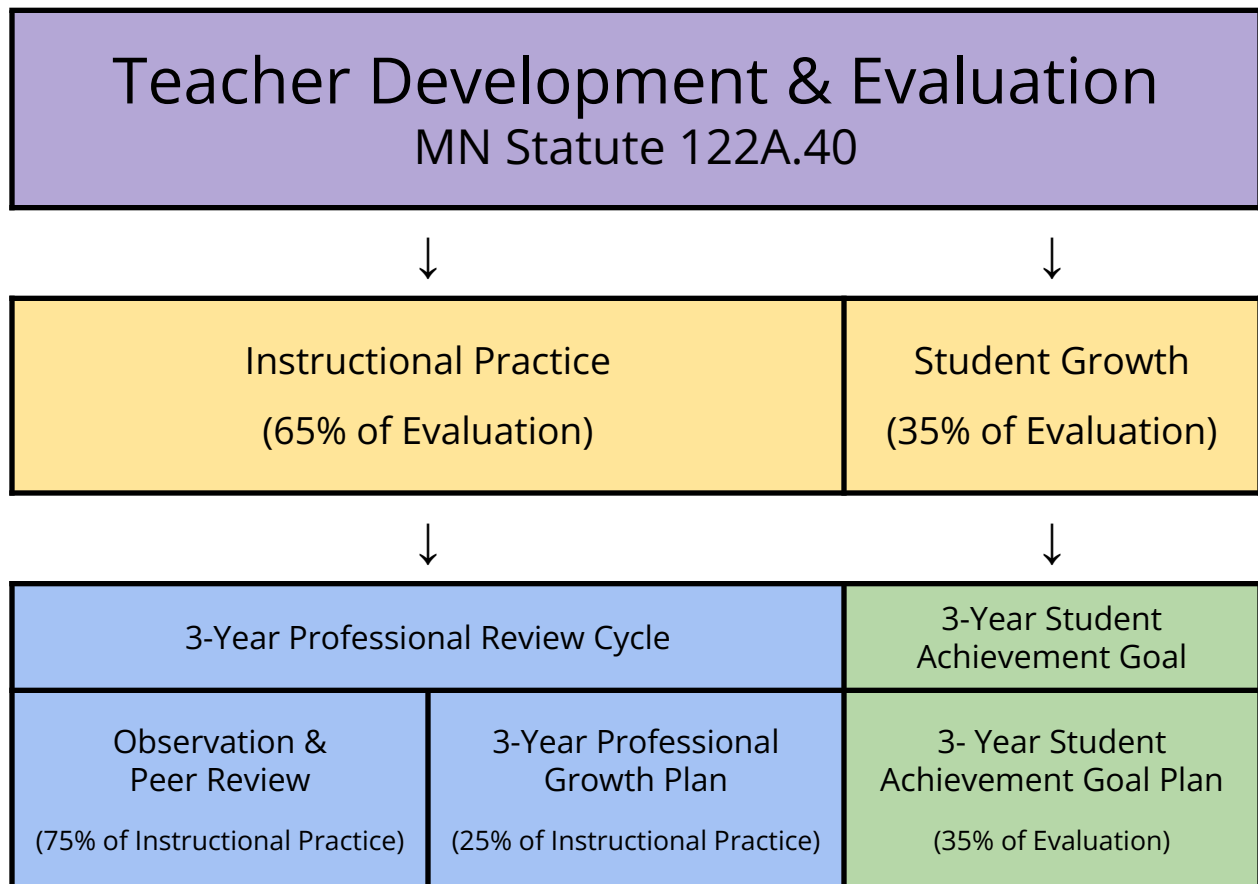
2023-2026

Table of Contents

Professional Growth, Reflection and Evaluation	2
Purpose	
Components of the D110 Model	
3-Year Review Cycle for Probationary Faculty	3
3-Year Review Cycle for Continuing Contract Faculty	4
Marzano Core 8 Elements for Classroom Faculty	5
Marzano Core 6 Elements for Non Classroom Faculty	6
Final Evaluation Score	7
Marzano Focused Teacher Evaluation Model Rating Scale, Professional Growth Plan Rubric, and Student Achievement Goal Rubric	8
Teacher Portfolio/E-folio	9
Teacher Improvement Process for Continuing Contract Teachers	11
Overview	
Improvement Process	
Appendix.	16
A. Glossary	17
B. Success Map - Classroom Faculty	20
C. Success Map - Non Classroom Faculty	21
G. Teacher Improvement Plan	22
H. Outcome of Teacher Improvement Process	24

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 elements from the teacher's self-assessment and/or elements aligned to the district goals.
- 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)

Years 1, 2, and 3

Fall-Spring:

- 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 each year by an evaluator
- Monitor Student Achievement Goal or Program Development Goal
- Engage in peer review each year through the PLC process.
 - Collaborative observation; or
 - Peer Walk-Throughs; or
 - Micro-Teaching

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan
- Year 3 only: 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

3-Year Professional Review Cycle

At-a-Glance for Continuing Contract Faculty

Preparing

Fall: Complete Self-Assessment

- With guidance and support, develop a Professional Growth Plan based on elements from the teacher's self-assessment and/or elements aligned to the district goals.
- 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).

Years 1, 2, and 3

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

- Engage in peer review each year through the PLC process.
 - Collaborative observation; or
 - Peer Walk-Throughs; or
 - Micro-Teaching
- At least one formal observation completed anytime within the 3-year cycle

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan
- Year 3 only: 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

All classroom faculty will be evaluated on the Core Elements +
selected target elements.

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

Core 6 Elements for Non Classroom Faculty *

All non-classroom faculty will be evaluated on the Core Elements +
selected target elements.

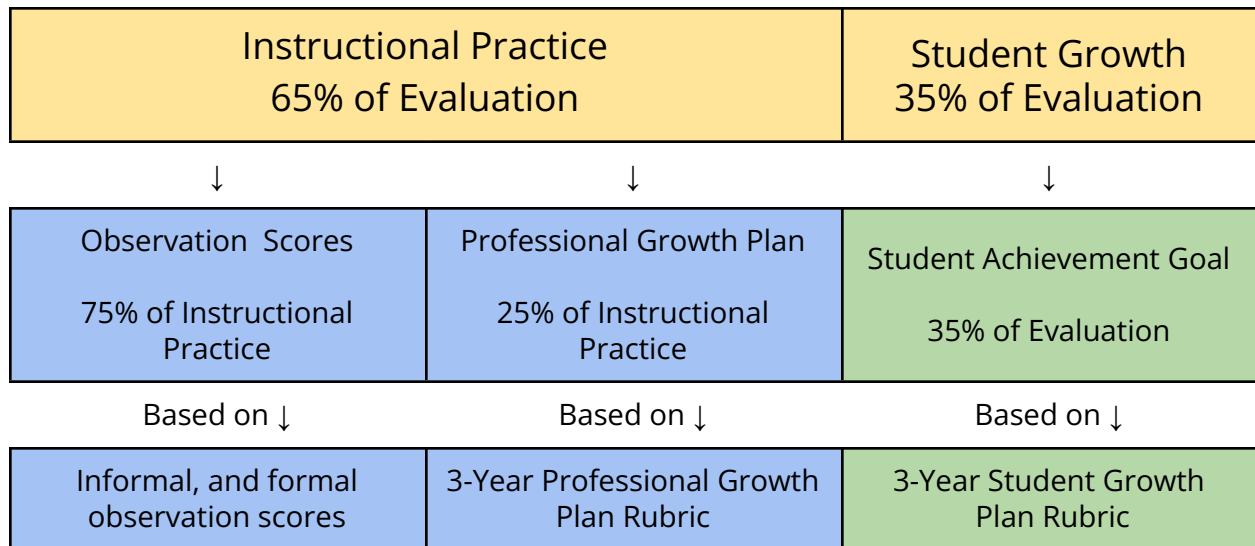
Element		Focus Statement
Domain: Planning and Preparing to Provide Support		
1	Establishing and Communicating Clear Goals for Supporting Services	Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services 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, but are not limited to,: Teaching and Learning Specialists, Media Specialists, School Nurses, 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. Additional groups may be added as determined by direct supervisors and approved by the Director of Educational Services.

Final Evaluation Score

iObservation - Software Management Platform

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



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

Marzano Focused Teacher Evaluation Model

Classroom and Non Classroom Rating Scale

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

Professional Growth Plan Rubric

Highly Effective 4	Effective 3	Needs Improvement 2	Unsatisfactory 1
Detailed reflection and action steps for professional growth on target elements were documented and professional growth was evident in observation data	Reflection and action steps for professional growth on target elements were documented	Limited reflection and action steps for professional growth on target elements were documented	No reflection or action steps for professional growth on target elements were documented

Student Achievement Goal Rubric

Components	No Impact 0	Little Impact 1	Some Impact 2	Considerable Impact 3	High Impact 4
Goal Attainment	Not documented on goal template	Student achievement goal was set using baseline data	Student achievement goal was partially met	Student achievement goal was met	Student achievement goal was significantly exceeded
Closing the Student Gap	Not documented on goal template	A subgroup was identified	Monitored the student gap of a targeted subgroup (remove)	Reduced the student gap of a targeted subgroup (remove)	Reduced the student gap of multiple subgroups
Monitoring Progress	Not documented on goal template	Progress monitoring of student achievement did not occur beyond setting baseline data	Progress monitoring of student achievement was completed at some intervals as prescribed in the area of focus	Progress monitoring of student achievement matched the time intervals prescribed in the area of focus	Progress monitoring of student achievement matched the time intervals prescribed in the area of focus and further evidence is attached
Reflection	Did not engage in reflection	Limited reflection	Reflection includes analysis of actions that led to student achievement	Reflection includes analysis of actions that led to student achievement and future planning	Reflection includes analysis of specific actions that led to student achievement and future planning includes detailed action steps to be taken

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.

flexible

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 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.

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

Every member of the PLC is required to share and lead discussion on an artifact, professional article, or student work example that relates to one or more of the target elements. Each member of the PLC would document their reflection on what was shared in their Professional Growth Plan.

Every teacher would also choose one of the following options to complete once a year.

Collaborative Observation: Invite a peer to observe you in 10-30 minutes of a lesson. Reciprocate the process with your partner. Follow-up with a reflective conversation with your partner. Completed once annually.

Peer Walk-Throughs: Join peers to complete 10-15 minute walk-throughs. Follow-up with a reflective conversation with your walk-through group. One day a month will be scheduled as a peer walk-through day in each building. Completed once annually.

Micro-Teaching: Record 10-30 minutes of your lesson. Trade recordings, watch your colleague's video and note discussion points. Then, follow up with your colleague for a reflective conversation. Completed once annually.

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. This plan is created by the teacher and is a component of the teacher's summative evaluation.

Observation

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.

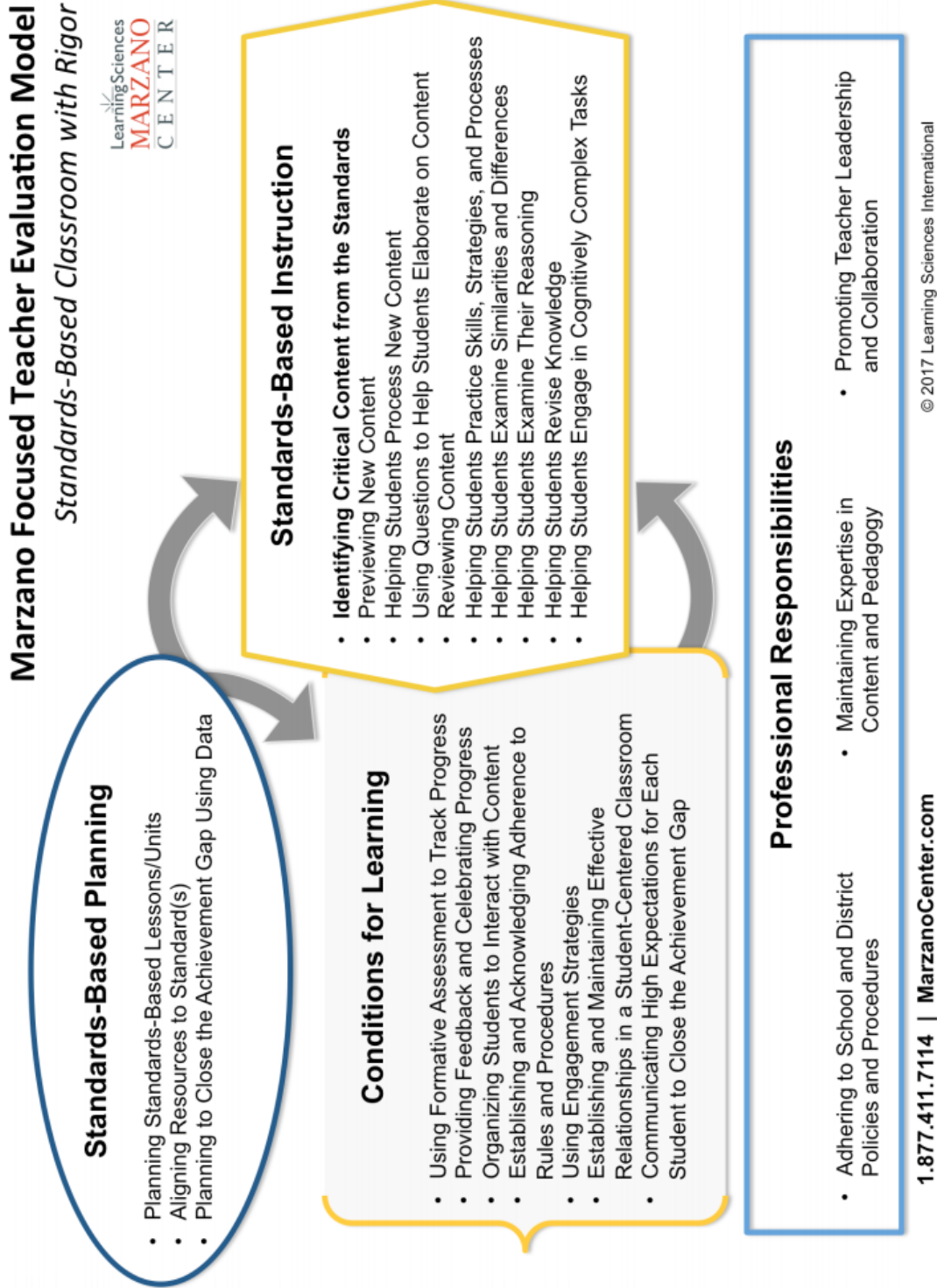
Student Achievement Goal - Teachers use local measures of student achievement to determine baseline data in a focused area. They will monitor and evaluate the data to promote changes in their instructional practices. This goal will be monitored over the entire 3-year evaluation cycle. This will make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

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

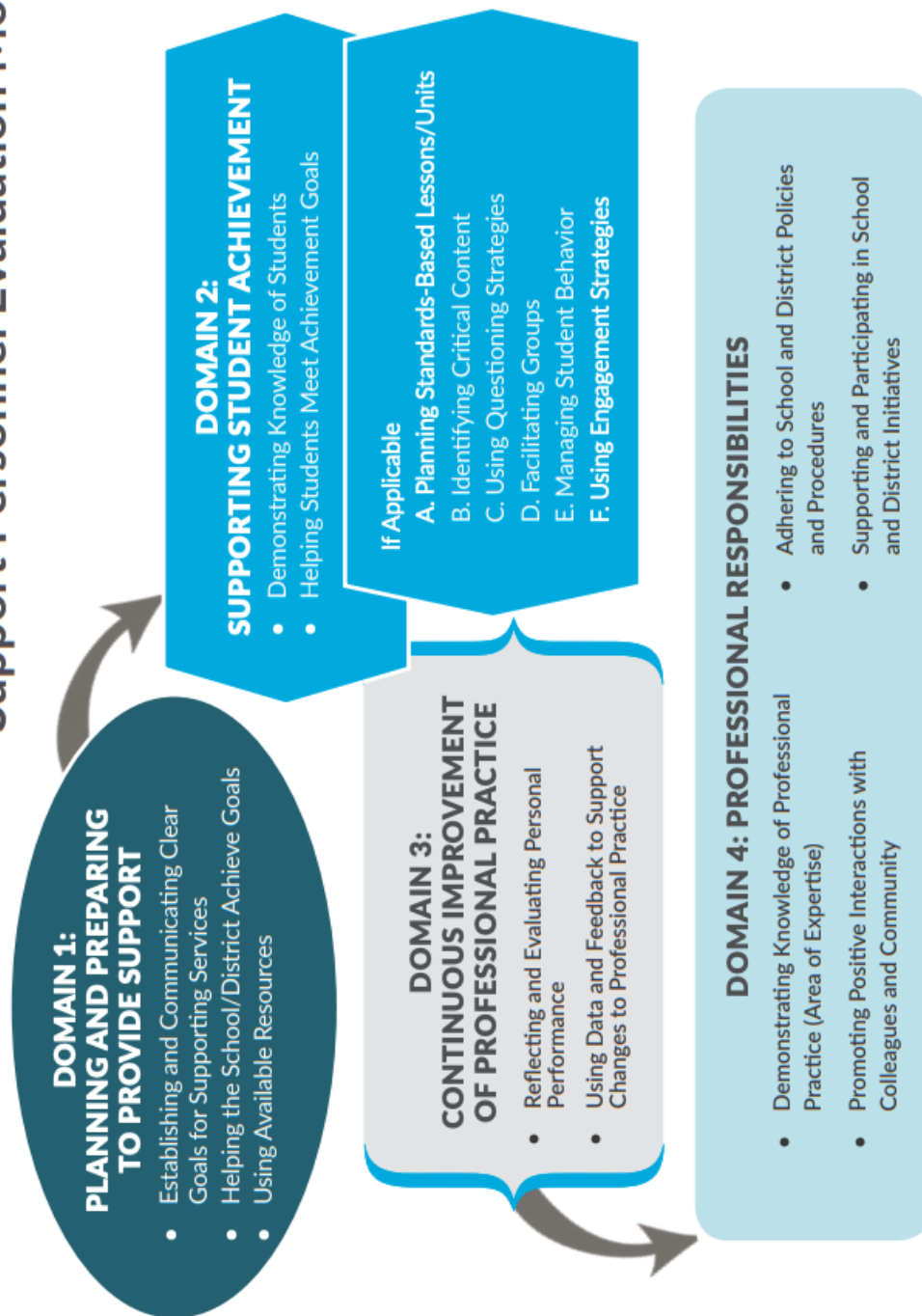
Target Elements - Elements from the teacher's self-assessment and/or elements aligned to the district goals that will be the focus of the 3-Year Professional Growth Plan.

Marzano Focused Teacher Evaluation Model

Classroom Faculty Success Map



Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



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