Blackduck Public Schools
ISD #32

The 2014-15 "World's Best Workforce" Plan of Action
In Accordance with the Minnesota Department of Education

Vision/Mission/Beliefs

Mission Statement: To ensure access to a healthy and comprehensive educational program, encourage a positive and orderly school environment, empower students to reach their highest personal potential, and enrich social relationships, citizenship, sense of community, and embrace lifelong learning.

Blackduck School District's Response to WBWF Legislation

In accordance with Minnesota Statutes 2013, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support an improve teaching and learning that is aligned with creating the world's best workforce (WBWF). Blackduck School strives to provide the best educational opportunities for eer student. Providing an education and preparing Blackduck students to succeed in school from birth through graduation and into post-secondary endeavors, is a goal that must be addressed early in every child's life. students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and postsecondary school readiness.

Blackduck School staff and administration recognize that it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as between students who receive or do not receive special education. Blackduck School's comprehensive strategic plan is intended to serve as a document to align the school's educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation.

in designing this plan, Blackduck School's WBWF Committee members considered and utilized a number of existing plans, documents and strategies that were already in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I plan, School Improvement Plan, School Readiness Program Plan, Local Literacy Plan; Student transition Plan to College and career Readiness, Plan for Educator Effectiveness, Success for the Future program, and the school's Authentic Intellectual Work plan. Blackduck School District's World's Best WOrkforce Plan will illustrate how the school's existing district plans fit together and serve as a blueprint to create a quality educational system designed to equip every student with the skills necessary to succeed in the 21st century.

"World's Best Workforce" requirements mean Blackduck School staff and administration will strive to do the following:

- Have all students meet school readiness goals
- Have all third grade students achieve grade level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers
- Have all students graduate from high school
- Have all students attain college and career preparedness

The Blackduck School Board will develop a plan to support and improve teaching and learning aligned to the World's Best Workforce legislation which includes the following:

- Clearly define student achievement goals and benchmarks
- Process to evaluate each student's progress toward meeting state and local standards
- A system to review and evaluate the effectiveness of instruction and curriculum
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness
- Evidence-based strategies for improving curriculum, instruction and student achievement
- An annual budget for continuation of district plan implementation

Recommended Plan Components

- Agreement between local union and school board on a teacher evaluation system
- A rubric that defines effectiveness of instruction
- Description of the professional standards the district used in the development of the system
- Description of the form of teacher collaboration i.e. professional learning communities, peer coaching, principal feedback and reflection on instruction
- Description of opportunities for evaluation feedback on instruction for summative evaluators
- Description of the plan for program improvement

Success in reaching the World's Best Workforce goals will be measured by the following:

- Student performance on the National Association of Education Progress
- Reduction of the academic achievement gap by student subgroup
- Student performance on the MN Comprehensive Assessments
- College and career readiness under section 120B.30, subdivision 1

District Steps to Implementation

- Develop a district strategic World's Best Workforce (WBWF) plan
- Implement WBWF district Plan
- Develop report on the implementation of the previous years' WBWF plan
- Update WBWF plan with new goals and strategies
- Present the results of the plan to the public at a school board meeting

Blackduck School staff and administration will review the plan on an annual basis

Blackduck Public School
ISD #32
"World's Best Workforce"
District Advisory Committee

Wallace Schoeb - Superintendent
Joshua Grover - High School Principal
Lorraine Warden - Elementary Dean of Students
Cynthia Nord – School Board Chairperson
Danna Stroeing – School Board Member
Ryan Grow - Director of Community Education
Jim Nissen – Teacher Representative
Kelly Stultz – Teacher Representative
Robin Mistic – Teacher Representative
Jesse Carey – Teacher Representative
Mark Friesen – Teacher Representative and Work Study Director

- Annual Public Meeting - Late Fall
- Committee meets four times a year - 2 Fall/2Spring
- Yearly Stakeholder survey - Spring

Central Beliefs Held by Blackduck School

- Learning is a lifelong process
- All people, birth through adulthood, can succeed at learning. (Growth Mindset)
- Raising expectations will improve results collectively and individually
- Educational systems must be student centered
- Students must develop the ability to become self-directed learners in order to become independent learners
- We must provide a variety of opportunities for all people to learn and to prepare for career and college opportunities
- State of the art technology will be part of our educational system
- We must provide a positive educational atmosphere for all students, staff, and community members to participate in learning because a positive, secure, and supportive climate allows quality education to occur.
- The school must provide a safe and stable learning environment
- Respect for self, others, and property is fundamental to all interpersonal interactions
- Family and community must be involved in education
- Partnerships and open communication among students, staff, parents, and community members create a cooperative and success-filled environment
- We must model and promote responsible citizenship
- We must provide and maintain quality facilities
- People and property must be treated with respect
- Appreciation and acceptance of diversity strengthen and enrich the community
- We must promote an understanding of cultural diversity
- We must promote an understanding of global issues
- High Quality staff is essential to learning
- We must promote life-long wellness
- College (Whether 2 or 4 year) and Career Readiness are essential outcomes of our educational system
- All learners are members of an increasingly interdependent and interconnected world-wide community
- We must prepare people to compete and function in the Global Workforce.

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"World's Best Workforce"
Performance/Goals

Achievement Gap - All students will show growth

- *Students not showing growth will be given researched, specific, and intensive interventions including: Read180, Math180, Learning Lab, Credit Recovery opportunities, and numerous other intervention strategies*
- *PLC's will be used to analyze individual, classroom, grade-level, and district-wide data to determine intervention needs*
- *Student's deemed at risk academically will be referred to the child-study team in order to determine more intensive intervention needs*

(Measured by MCA's, MMR, and Local Assessments)

All Students Ready for Kindergarten

Through the implementation of a high quality Early Childhood Program:

- *All students will have a basic understanding of academic skills*
  - *Name Recognition*
  - *Beginning writing*
  - *Number and Letter recognition*
- *All students will possess age-appropriate social skills*
- *All students will possess age-appropriate motor skill development*
- *All students will possess age-appropriate language skills*

(Measured by Local Assessments)

K- 3rd Grade Performance Goals:

- *90% of students who demonstrate 90% or greater regular attendance in Kindergarten will meet proficiency as measured by the local assessments addressed in the Local Literacy Plan.*
- *90% of students who demonstrate 90% or greater regular attendance in 1st-2nd grades will meet proficiency as measured by the local assessments addressed in the Local Literacy Plan.*
- *90% of students who demonstrate 90% or greater regular attendance in K-2nd grade will demonstrate proficiency in math as measured by the local assessments.*
- *80% of students who demonstrate 90% or greater regular attendance in 3rd grade will meet proficiency in reading and math as measured by the local assessments and by the Minnesota Comprehensive Assessments*

(As measured by MCA and NEAP data)

Students will be "Career- and College- Ready" by graduation:

- *All students who have attended Blackduck H.S. for 4 years will take the ASVAB, PLAN and Explore exams. All students who have attended Blackduck H.S. since 7th grade will have taken 2 "Careers" classes. (8th and Jr year)*
- *All students will have a 1 on 1 meeting with the academic advisor during their senior year*
- *All student progress will be monitored quarterly with "at risk" students having a 1 on 1 meeting with the academic advisor upon identification.*
- *All Juniors will attend a job fair during their Jr. year, with additional opportunities provided.*
- *All students will have access to numerous college, tech school and military representatives at our school.*
- *All Seniors will have a 1 on 1 meeting with a career advisor.*
- *Blackduck H.S. will continue to provide a comprehensive, inclusive and well-rounded curriculum.*

All Students Graduate:

- *All students who attend Blackduck High School for 4 years and maintain a 90% attendance rate will graduate.*
- *Students who begin Blackduck High School in 9th grade will achieve a 90% graduation rate. (As large variations can occur with small sample size we will use 5 year averages as a more valid measuring tool.)*

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"World's Best Workforce"
Plan Components/Activities

District Achievement Benchmarks

- District Performance/Goals
- District Staff Development report

Assessment/Evaluation of Student Progress Towards Career/College Readiness

- District Literacy Plan
- Career Planning and Counseling Program

Evaluation of Effectiveness of Curriculum/Instruction

- Teacher Evaluation System
- Principal Evaluation System
- District Staff Development Plan
- World's Best Workforce Plan

Strategies for Improving Instruction, Curriculum, and Student Achievement

- District Staff Development Report
- Teacher Evaluation Plan
- Principal Evaluation Plan
- District Literacy Plan
- Professional Learning Communities

School Readiness Program

Blackduck Public School's School Readiness Program include Early Childhood center-based programs, curricula, and assessments. Blackduck School's Early Childhood program offers comprehensive services that are responsive to children's needs to improve learning outcomes, with a particular focus on opportunities for family engagement and parenting education. For example, programs partner with Early Childhood Family Education to provide regular, ongoing parenting education on topics about transition to kindergarten and ongoing family involvement in their child's learning in school, childe development and learning, and parent-child relationships.

In addition, Blackduck's School Readiness center incorporates compensatory instructional service to accelerate literacy and language development for participating children. Teachers tailor instructional content and activities to address children's learning needs adequately, and promote development to help clos the "opportunity gap" so that children perform at age-level or higher at kindergarten entry.

Early childhood staff coordinate the transition from the early childhood classroom to kindergarten and the early grades to ensure a smoother transition to school and to help sustain the positive effects of the early education program into the early elementary grades.

Reading Well by Third Grade

Grade level literacy and reading development is one of our most important goals at Blackduck School. In order to insure that every child is reading at grade level or above, teachers have implemented research-based, core instructional methods and curricula into their classrooms.

Objectives of Blackduck School's Comprehensive Assessment Plan

Blackduck Public School is constantly evaluating the organizational assessment plan. Within Blackduck, faculty are involved in the process of assessment creation and implementation. We believe that assessment results should lead to course/program improvement and informed decision-making. Using both direct and indirect assessment strategies, teachers are given freedom to develop standards-based assessments in order to meet the needs of their students.

The 5 dimensions of reading skills to be assessed by Blackduck School:

The Report of the National Reading Panel has identified 5 critical components of reading skills that children must master as they progress from non-readers to proficient readers. They are **phonemic awareness, phonics, fluency, vocabulary**, and **reading comprehension**. Blackduck school's Local Literacy Plan will monitor the development of each component in a manner deemed appropriate to each grade level as follows:

Kindergarten:

Blackduck teachers will check Kindergarten students proficiency by administering a baseline assessment using their Kindergarten Progress Report as a guide, which is aligned directly to state standards. This test includes phonemic awareness, verbal fluency, beginning comprehension, and vocabulary development. Teachers will also administer an assessment of students using the Scott Foresman Baseline group test. This test includes readiness, letter recognition, phonological awareness, and listening comprehension. In addition, Kindergarten teachers will administer an additional alternate baseline test, to determine the number of words read correctly in order to better understand students vocabulary needs.

Grades 1 - 3:

Blackduck teachers will administer the Baseline test assessment published by the Scott Foresman to determine students' levels of phonemic awareness, phonics, vocabulary development, and comprehension. Proficiency will be determined by the following Scott Foresman guidelines. Teachers will evaluate and monitor students' progress toward the goal of reading proficiency throughout the year.

Staff members will administer the DIBELS fluency tests in the Fall, Winter, and Spring. The DIBELS tests will determine Oral Reading Fluency.

Teachers will administer the STAR reading test. STAR is an acronym for Standardized Tests for the Assessment of Reading. Students will take the STAR test in the fall, winter, and spring. Proficiency will be determined by STAR grade equivalent benchmarks as compared to grade placement.

Statement of goals or objectives defining how reading proficiency will be ensured for all students at each grade level from K-3:

1. Blackduck school staff will look at student achievement results and growth data for all students in K-3, utilizing, when possible trend data from the previous 2-3 years utilizing the following assessment tools:

*STAR testing
*Classroom assessments

2. Students in grades K-3 will receive 90 minutes of reading instruction each day. Reading instruction will begin the first week of school and will continue through the last week of school. Children not reading at grade level will be placed in a strategic intervention group according to their skill needs (**fluency, phonics, phonemic awareness, comprehension** including listening comprehension, **vocabulary**).

3. Differentiated instruction for students placed in strategic intervention groups will occur during their regular reading instruction time The following group or one on one time with an adult will be administered daily or weekly according to student needs:

Fluency intervention students will read the same material with an adult multiple times, read daily on Lyrics 2 Learn, and be given one minute timings bi-weekly.

Phonics and **Phonemic Awareness** intervention students will read in decodable readers, one on one or in a small group with an adult who will prompt attention to specific phonetic content. Students will also orally read sentences containing phonetic content to an adult weekly. Students will write daily to encourage and further their recognition of letter sound correspondence. Word sorts and other word work activities specific to their phonic area of need will be completed with an adult to supervise and give prompts and instruction as needed.

Comprehension intervention students will work in small groups or one-on-one with an adult to read and re-read texts, stopping 2-3 times, to retell the story emphasizing the main idea of each section read. Students will also Read to Someone: Pairs of students select a story and a partner. They read orally to one another, stopping periodically to ask questions or make comments on material being read. Questions in reference to character, setting, theme, and plot may be required by a supervising adult. When the selection is finished, students orally review, summarizing the main idea of the story by retelling it and finding proof of retelling within the story.

Listening Comprehension intervention students will work in small groups and will listen to stories being orally read to them by an adult. Students will generate questions orally for the reader and/or a draw a picture to show meaning of one part of the story. Students creating pictures will be asked to explain it's meaning in reference to the story being read.

Vocabulary intervention students will read daily one on one or in a small group with an adult to prompt them to attend to unfamiliar or interesting words. The adult will help students to sort,

classify and categorize words using context clues and to identify meaning. Students will write daily and discuss their writing with an adult to help them include new vocabulary.

Closing the Achievement Gap

The achievement gap refers to the differences in academic performance between groups of students. Closing gaps in achievement and ensuring all students are performing at high levels are critical to the social and economic well-being of Minnesota.

The continual gains achieved by Blackduck School in regard to achievement gap reduction are attributed to a number of potential practices including:

- *Accessibility to "late ride" transportation provided by the district 2 nights per week, allowing for students to get extra help after school.*
- *More student / teacher instruction minutes per week as provided by 4-day week*
- *Monday help groups offered by many teachers on "off day" to help students in need of extra assistance, as provided by 4-day week.*
- *Higher attendance rates since beginning 4-day work week.*
- *Active title 7 program, with paid part-time position.*
- *Increased technology provided by district (ongoing effort towards 1:1 initiative)*
- *Part-time position for additional after school tutoring.*

Student Progress

Blackduck School uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal and formal classroom assessments administered by classroom instructors to formal, mandated assessments such as the Minnesota comprehensive Assessment III tests (MCA-III). Blackduck School staff can use theses assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth.

All Students Will Graduate From High School and Attain College and Career Preparedness

Ongoing gains achieved by Blackduck Secondary School in regard to increased proficiency and college readiness are attributed to a number of practices including:

- *Accessibility to "late ride" transportation provided by the district 2 nights per week, allowing for students to get extra help after school.*
- *More student / teacher instruction minutes per week as provided by 4-day week*
- *Monday help groups offered by many teachers on "off day" to help students in need of extra assistance, as provided by 4-day week.*
- *Higher attendance rates since beginning 4-day work week.*
- *Active title 7 program, with paid part-time position.*
- *Increased technology provided by district (ongoing effort towards 1:1 initiative), including Read 180 and Math 180*
- *Part-time position for additional after school tutoring.*
- *Implementation of remedial classes taught in science, math and reading*
- *Manditory and optional job fairs*
- *Careers classes required in grades 7 and 11*
- *Academic advisor*
- *PLAN, ASVAB, ACT tests offered*
- *Visiting College / career advisor*

Blackduck School Teacher Development and Evaluation Plan

In Blackduck Public School, we believe that a comprehensive teacher evaluation system does not have to be divisive. There is one shared priority, to ensure that Blackduck students receive the best education possible. Teachers are the foundation of student success and when teachers succeed, students succeed.

To ensure that the students of Blackduck School are receiving the best education possible, teachers will have access to quality support, training, and evaluation feedback. With that in mind, this plan details the process with the hope that all parties involved will understand the importance of teachers continually improving their knowledge base and instructional practices.

Development and Evaluation Activities

Points of Contact

Points of contact are "defined opportunities for a summative evaluator and peer reviewer(s) to gather evidence for evaluation and to provide feedback to a teacher for growth and development." Every point of contact provides opportunity for feedback in the areas of teacher practice as well as the impact of those practices on student learning and engagement. Points of contact include classroom observations and other activities that support a teacher's growth and evaluation. Every year of the three-year professional review cycle, a teacher defines multiple points of contact through the Individual Growth and Development Plan (Appendix A).

All points of contact must be:

- **Face to face**—Every point of contact must include an in-person, two-way conversation at which evidence collected and feedback on teacher practice and student impact is shared and discussed. Conversations may be formal, lengthy, scheduled conferences or more informal and concise. Conversations must take place within one calendar week of the point of contact activity.
- **Documented**—Every point of contact must be documented using a Points of Contact Documentation Form. The documentation may be as detailed or as concise as required to reflect evidence collected, to provide feedback on teacher practice, and student impact and to summarize the face-to-face conversation. All documentation other than the summative evaluation will be kept by the teacher and available to the administration upon request. For both tenured and probationary teachers observation documentation is completed within one calendar week and shared with the teacher. Recommended areas for improvement and future goals must be clearly stated.
- **Grounded in a teacher's Individual Growth and Development Plan** (Appendix A) **and the Performance Standards for Teacher Practice** (Appendix B)—Point of contact evidence and feedback should inform a teacher's ongoing implementation of this IGDP. Documentation should be directly tied to data, Performance Standards and student learning and engagement. It is the responsibility of the teacher, with input from the

summative evaluator, peer reviewer(s), and Professional Learning Community (PLC) to develop, complete, and revise the IGDP.

<table>
<tr><th>Tenured Teacher Points of Contact Cycle</th><th>Minimum Points of Contact with a Summative Evaluator
Required and Summative Evaluator Defined</th><th>Minimum Points of Contact with a Peer Reviewer(s) and or PLC
All Teacher Defined</th></tr>
<tr><td>Year One</td><td rowspan="3">Total of 7 over the three year cycle;
3 of the 7 are included in the summative evaluation*</td><td>3</td></tr>
<tr><td>Year Two</td><td>3</td></tr>
<tr><td>Summative Year</td><td>3</td></tr>
<tr><td></td><td>Points of contact with a summative evaluator must include. . .
▪ 1 Formal Observation Cycle in the Summative Year*

A summative evaluator is encouraged to choose points of contact from the following options in order to collect evidence and offer feedback in all areas of teacher practice.
▪ 4 points of contact from the following options:
▪ Additional Formal Observation Cycle(s)
▪ Series of Informal Classroom Observations
▪ Extended Classroom Observation
▪ Series of Informal Classroom Observations
▪ Planning Conference
▪ Post-Lesson Conference
▪ Curriculum Review
▪ Review of Student Survey Data
▪ Review of Student Learning Data
▪ Professionalism Observation Conference
▪ Video Lesson Review</td><td>A teacher may define the minimum number of points of contact with a peer reviewer(s) or mentor as. . .
▪ Formal Observation Cycle
▪ Extended Classroom Observation
▪ Series of Informal Classroom Observations
▪ Planning Conference
▪ Post-Lesson Conference
▪ Curriculum Review
▪ Review of Student Survey Data
▪ Review of Student Learning Data
▪ Professionalism Observation or Conference
▪ Video Lesson Review</td></tr>
<tr><td colspan="3">*The Formal Observation Cycle includes Pre and Post observation conferences with the summative evaluator along with the classroom observation. (Appendix H)</td></tr>
</table>

To support the induction of probationary teachers into the profession of a new district, a mentor will be provided and a greater number of formal classroom observations is required. For a probationary teacher, the number of annual points of contact is listed below. In total, a summative evaluator conducts of minimum of nine points of contact annually with a probationary teacher.

Probationary Teacher Points of Contact Cycle	Minimum Points of Contact with a Summative Evaluator **Required and Summative Evaluator Defined**	Minimum Points of Contact with Mentor or Peer Reviewer(s) **All Teacher Defined**
Number of Annual Points of Contact	9*	9
	A summative evaluator must conduct points of contact that include. . . ▪ *3 Formal Observation Cycles** ▪ *Extended Classroom Observation* ▪ *Series of Informal Classroom* ▪ *Planning Conference* ▪ *Post-Lesson Conference* ▪ *Curriculum Review* ▪ *Review of Student Survey Data* ▪ *Review of Student Learning Data* ▪ *Professionalism Observation/Conference* ▪ *Video Lesson Review*	A teacher may define the minimum number of points of contact with a peer reviewer(s) as. . . ▪ *Formal Observation Cycle* ▪ *Extended Classroom Observation* ▪ *Series of Informal Classroom Observations* ▪ *Planning Conference* ▪ *Post-Lesson Conference* ▪ *Curriculum Review* ▪ *Review of Student Survey Data* ▪ *Review of Student Learning Data* ▪ *Professionalism Observation/Conference* ▪ *Video Lesson Review*

*The Formal Observation Cycle includes Pre and Post observation conferences with the summative evaluator along with the classroom observation.

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NOTE: A summative evaluator must perform at least one formal observation cycle within the first 90 days of employment.

Individual Growth and Development Plan (IGDP)

An evidence-based Individual Growth and Development Plan is an organized way for a teacher to set and pursue professional growth goals and plan connected learning activities as part of the three-year professional review cycle. The plan connects individual professional learning to the cycle. The Individual Growth and Development Plan is intended to:

- Guide individual learning activities and peer review throughout the three-year cycle;
- Empower teachers to plan their own individual professional learning;
- Focus individual professional development on outcome-based goals connected to student learning and engagement.

The Individual Growth and Development Plan is developed at the beginning of the three-year cycle and is annually revised by each teacher. A teacher consults her peer reviewer(s) during development and revision of the plan, and her assigned summative evaluator must annually approve the plan and revisions or give feedback for revisions to the plan. A teacher is encouraged to develop a plan that reflects goals and activities shared by members of her Professional Learning Community (PLC) so that members can collaborate to implement their
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plans.
As part of plan development, a teacher identifies Areas for growth based on:

- At least one professional goal based on gathered data and the Performance Standards for Teacher Practice for areas for growth;
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

In the IGDP, the teacher also defines annual points of contact with her summative evaluator and peer reviewer(s). The intent is to have each teacher help define the role of the summative evaluator in her evaluation as well as require the summative evaluator to offer feedback in every year of her career. Points of contact defined for the peer reviewer(s) in the plan clarify the role of the peer reviewer(s) and, by signing the plan, the peer reviewer(s) agrees to complete those points of contact. All points of contact should support the focus and goals of the plan.

The IGDP should be developed in the beginning of the school year using the SMART goal criteria, reviewed at the end of the year, and annually revised by each teacher. A teacher consults her PLC and peer reviewer during development and revision of the plan. As part of the plan, a teacher will identify:

- Based on data, areas for growth to meet the needs of students;
- At last one professional goal based on the Performance Standards for Teacher Practice for areas for growth;
- Activities for professional development to help meet student, school, and district needs.

In the spring of each year, a teacher will reflect and self assess the IGDP. Growth towards reaching the goal(s) will be determined with the help of a peer reviewer or PLC and a new IGDP will be developed either then or at the beginning of the new school year.

The IGDP SMART Goal Criteria

***S*pecific**: Is the goal clear? *Who, what, where, when, why*?
***M*easurable**: How will you know it is successful? *How much, how often, how many*.
***A*ttainable**: Is the goal achievable this year? *Resources, skills, understandings, conditions*.
***R*elevant**: Is this goal important and aligned to other school or district goals? *(Alignment and fit, needs and data, values and norms*.)
***T*ime-Bound**: What is the time frame for the goal? *Start and end, intermediate and final deadlines*.

At the end of each year of the three-year professional review cycle, a teacher collaborates with her peers to self-assess and engage in peer reviews of teacher practice and impacts on students. As part of the review process, the IGDP's implementation and results are discussed. This self-assessment and peer review should inform annual revisions of the plan between years of the three-year professional review cycle. Other areas to consider when revising the plan are changes to the district's long-term goals, student engagement and demographics, and data gathered from the previous year.

Teacher Portfolio (Optional)
A teacher possesses the individual right to submit a portfolio to the summative evaluator as

a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings and for a summative evaluation. The contents of the portfolio will include evidence that aligns with the Performance Standards for Teacher Practice and the Individual Growth and Development Plan.

The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher re-licensure and must include a teacher's own performance assessment based on student work and examples of teachers' work, which may include video. Among other activities in the school year, the following should be included:

- *Goals and activities of the teacher's professional learning community;*
- *District and school goals and priorities;*
- *Using gathered data, areas that are important for meeting the needs of students;*
- *The Performance Standards for Teacher Practice.*

Summative Evaluation

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from an administrator. The summative evaluation is based on all evidence collected through activities in the process as shown on the Summative Evaluation Form (Appendix D). A summative evaluation results in a teacher receiving one of five summative performance ratings as outlined in Appendix D. But also, and more importantly, a summative evaluation should include specific feedback to a teacher that will provide guidance for the Individual Growth and Development Plan for the next three-year cycle. Both the summative performance rating and feedback are recorded on the Summative Evaluation Form that will become part of the teacher's personnel file.

Typically, the summative evaluation will happen at the end of the three-year cycle. However, a teacher may receive a summative evaluation from an assigned summative evaluator at any time in response to performance concerns. In cases in which a summative evaluator has determined that performance concerns warrant a summative evaluation before the final year of a teacher's three-year cycle, the following guidelines should be considered:

- The teacher should be informed that the summative evaluator is collecting and reviewing evidence to conduct a summative evaluation and of any performance concerns;
- The summative evaluator should collect evidence sufficient to measure teacher practice, student engagement, and student learning and achievement.

Based on summative evaluation results, a teacher either develops an Individual Growth and Development Plan or enters the Teacher Improvement Process. (See page 9)

Peer Reviewers

A peer reviewer must be a *non-probationary* individual with five years of teaching experience who holds a valid Minnesota teaching license. Ideally, a teacher's peer reviewer will be from the grade level or department, therefore all staff will be trained as peer reviewers. A peer review will be completed once per year for the two non-summative years of the three-year professional review cycle. A feedback meeting between the peer reviewer and teacher will take place within one week of the observation.

A peer review will be done once per year for the two non-summative years of the three-year cycle. A minimum of a one-hour peer observation will be done each year with more scheduled as needed. Only tenured teachers will serve as peer reviewers. The Peer Review form may be found at Appendix E. A feedback meeting between the peer reviewer and teacher will take place within one week of the observation. Additional points of contact will be used as deemed appropriate by the peer reviewer.

A peer reviewer, consulting with the teacher's PLC, will

- Assist a teacher with development and implementation of the IGDP including peer observations;
- Document points of contact;
- Assist a teacher with development and implementation of student learning goals and associated assessments, and supports student learning goals progress and outcomes;
- As a member of the teacher's PLC team, attend meetings between the teacher and assigned summative evaluator as requested by the teacher.

Any non-summative evaluation/peer review data and materials will be kept in an accessible file in each teacher's room. This becomes part of that teacher's personnel file with all the protections of data privacy in place.

Probationary teachers will have a mentor assigned to them for the probationary period. The Mentoring Handbook outlines the details of the program.

Summative Evaluator

The assigned summative evaluator must hold a valid Minnesota education license as a qualified and trained school administrator, have successfully completed ~~MDE~~ training on the evaluation models, and be employed in a supervisory position in the district, preferably as the teacher's direct supervisor. It is the responsibility of the summative evaluator to establish a three-year review cycle for all teachers plus facilitate and complete the summative evaluation.

Professional Learning Communities (PLC)

A group of teachers who meet regularly as a team to study data, to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement. The PLC will assist in the creation or revision of a teacher's Individual Growth and Development Plan. The PLC will decide whether a teacher's assessment used for collecting student data is valid, reliable, and meets the SMART goal criteria. Initially, Blackduck PLCs will meet eight times per year, two hours each time: once per quarter (4), once during the fall workshop (1), and at the end of quarters 1, 2, & 3 (3). The discussion topics for these meetings will either be reviewing and revising Individual Growth and Development Plans or dictated by the building Principal. Each PLC will have a team leader who is responsible for the notes taken using the Team Meeting Log (Appendix G) with one copy kept for the team and one given to the building administrator within one calendar week of the meeting. The PLCs' members will be

trained and a separate guiding PLC manual will be adopted. The District will provide teachers the opportunity to participate in a PLC either as a part of their regular work day or compensate them if the PLC meets outside of the contractual day. In order to be compensated, PLC meetings must meet in a two hour block.

Staff Development Committee

The Staff Development Committee will provide high-quality professional development that is designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-based strategies; and help teachers implement new technology and their IGDP goals.

Timeline for Process Throughout Annual Cycle (September-May)	
ROLE	**ACTIVITY**
Teachers	• *Implement Individual Growth and Development Plans (IGDPs) and gather evidence of implementation and outcomes* • *Collect and review student learning data for student learning goals. Confer with summative evaluators and professional learning communities as appropriate.* • *Maintain portfolios of evidence on teacher practice and student impact. (optional-not required)*
Summative Evaluators	• *Analyze district and school needs and goals to give informed approval of IGDPs and student learning goals.* • *Review common state and district assessments to give informed approval of and to align student learning goal assessments.* • *Conduct points of contact and required summative evaluator classroom observations according to IGDPs. Meet with teachers and document evidence and feedback.* • *Conduct additional points of contact as appropriate. Meet with teachers and document evidence and feedback.* **In the first 90 days of the employment** • *For each probationary teacher, conduct one formal observation cycle—planning conference, extended classroom observation,*

	and post-lesson conference. Meet with teachers and document evidence and feedback
Peer Reviewers	• *Conduct points of contact according to teachers IGDPs. Meet with teachers and document evidence and feedback.* • *Support teacher's implementation of IGDP.*
Professional Learning Communities (PLC) **PLC assignments:** High School Social Studies Department Math Department English Department Science Department Physical Education, Industrial Tech, Music, and Agriculture Special Ed Elementary Grades PK, K, 1, & -2 Grades 3 & 4 Grades 5 & 6 Special Education will meet independently or with the relevant PLCs as needed.	• *Collaborate to collect and review interim student learning data for student learning goals* • *Collaborate as appropriate to develop and connect members' IGDPs.* • *Collaborate to develop member student learning goals as appropriate* o *Review standards* o *Collect and analyze relevant baseline student learning data.* o *Select or create final assessments to measure student learning goals.* • *Help draft members' student learning goals*
School Leadership	• *Examine school data and determine school needs.* • *Choose school improvement priorities and measures.* • *Set School improvement goals* • *Share goals with staff. (Teachers utilize school improvement goals as shared performance goals.)*

END OF ANNUAL CYCLE (APRIL-MAY)	
ROLE	**ACTIVITY**
Teachers	• *Review student learning data with professional learning communities as appropriate and determine outcome of student learning goals.* o *Collect all student learning data from interim and final assessments* o *Determine student mastery and/or growth as appropriate and determine the extent to which student learning goals were met.* • *Review individual teacher value added data if available.* • *Review individual student survey data* • *Complete annual self-assessments and confer with peer reviewers.*

	• *Submit portfolios of evidence to summative evaluators as evidence for summative evaluations (optional-not required)* • *If a summative evaluation was completed, develop a new IGDP for the next three-year professional review cycle.*
Summative Evaluators	• *Review end-of-year results of teachers' student learning goals. Confer with teachers as appropriate.* • *Review teacher value-added data, if available.* • *Review student survey data.* • *Review teachers' self-assessments and peer reviews. Confer with teachers as appropriate* • *For teachers receiving a summative evaluation, gather and review evidence, determine component ratings, and calculate summative scores and summative performance rating. Meet with teachers and complete documentation.*
Peer Reviewers	• *Review teachers' annual self-assessments and facilitate and document peer reviews*
Professional Learning Communities	• *Collect all student learning data from interim and final assessments and collaborate to review student learning data as appropriate.*

School Leadership Team and Principal	• *Review student learning data and determine outcome of school improvement goals.*
	  ○ *Collect all student learning data from interim and final assessments*
	  ○ *Determine the extent to which school improvement goals were met.*
	  ○ *Communicate results of school improvement goals to staff.*

Minnesota's Statewide Longitudinal Education Data System (SLEDS)

The state of Minnesota is developing a statewide longitudinal education data system (SLEDS). The system will match student data from pre-kindergarten through completion of postsecondary and into the workforce, enabling educators to answer a range of program and policy questions that can be used to gauge the effectiveness of programs and design targeted improvement strategies. Blackduck School will incorporate this data as part of the Teacher Development, Evaluation, and Peer Support Implementation Plan.

Teacher Improvement Process (T.I.P.)

Minnesota Statutes, section 122A.40 and 122A.41 state that the teacher evaluation model "must give teachers not meeting professional teaching standards…support to improve through a teacher improvement process that includes established goals and timelines; and must discipline a teacher for not making adequate progress in the teacher improvement process…"

A teacher who receives an "Unsatisfactory" rating on a summative evaluation enters a

teacher improvement process. This activity replaces the Individual Growth and Development Plan for that teacher. The purpose of the teacher improvement process is to provide support and assistance to teachers who are not meeting standards of performance. A teacher remains in the teacher improvement process until:

- The teacher improves in all areas identified in the improvement plan; or
- The teacher has had sufficient time and resources to meet performance standards and has not done so.

In the case of improved performance, the teacher returns to the three-year professional review cycle and completes an individual growth and development plan.

Role of the exclusive representative of teachers
There are constitutional, statutory, and contractual language to ensure that due process is followed. The district is responsible for determining whether a teacher's performance is such that he/she should be subject to discipline or placed in the teacher improvement process. The union shall not have any role in that decision and retains its right to grieve any discipline of a teacher.

Role of the administrator (summative evaluator)
A licensed administrator must facilitate the teacher improvement process with a teacher receiving an "Unsatisfactory" rating.

To make clear the distinction between "summative evaluator" in the evaluation model and this role in the teacher improvement process, this person is referred to as the "administrator." The administrator must:

- Have a Minnesota administrator's license.
- Have successfully completed training on the evaluation models.
- Be employed in a supervisory position in the district, preferably the teacher's direct supervisor.

Role of the district
The district must assign or approve the administrator who will lead the teacher improvement process.

Role of peer coaching or mentoring
A teacher may request, as part of his teacher improvement plan, the support of a peer(s) during the teacher improvement process. A licensed teacher(s) should play a role in supporting and coaching a teacher in the teacher improvement process.

This peer may serve in a coaching or mentoring role and must be approved by the administrator. Should a peer be named and approved, that peer may be involved in any meetings between the teacher and administrator at the teacher's request. The peer will not evaluate the teacher or the teacher's progress in the teacher improvement process.

Awareness
Minnesota Statutes, sections 122A.40 and 122A.41 require at least one summative evaluation for a teacher as part of the three-year professional review cycle. Typically, the summative evaluation will happen at the end of the three-year cycle. However, a teacher may receive a summative evaluation from an assigned summative evaluator at any time in response to performance concerns. In cases in which a summative evaluator has determined that

performance concerns warrant a summative evaluation before the final year of a teacher's three-year cycle, the following guidelines should be considered:

- The teacher should be informed that the summative evaluator is collecting and reviewing evidence to conduct a summative evaluation and of any performance concerns.

- The summative evaluator should collect evidence sufficient to measure teacher practice, student engagement, and student learning and achievement. A minimum of three formal observation cycles or extended observations, other available evidence of teacher practice, available evidence of student learning and achievement, and available evidence of student engagement should all be considered for a summative evaluation conducted in response to performance concerns.

Based on summative evaluation results a teacher either develops an Individual Growth and Development Plan or enters the teacher improvement process and receives assistance and support.

Assistance and Support

Prerequisite: The teacher receives an "Unsatisfactory" performance rating on a summative evaluation.

Step 1: Identify and communicate the area(s) of performance concerns

As follow-up to an "Unsatisfactory" rating on the summative evaluation, the summative evaluator must make face-to-face contact with the teacher and document the performance concern(s) in writing (Appendix F), including:

- An explanation of concerns identifying specific standards of teacher practice or student outcomes

- An outline of evidence supporting the concerns and the teacher's summative evaluation

- A request for a follow-up face-to-face meeting to discuss the concerns addressed above and the teacher improvement process, and to develop an improvement plan. The proposed meeting time should be within five school days of this notification. This request includes:

    - Notification that the teacher may bring evidence related to the stated concern(s).

    - Notification that the teacher has a right to have a union representative present at the meeting.

This written communication will also be placed in the teachers' personnel records.

The district will determine the processes for how the assistance and support phase documentation is followed up if the notified teacher voluntarily transfers to another teaching assignment.

Step 2: Meet to set goals with time lines and to develop an improvement plan

During the face-to-face meeting requested in step 1, the teacher and administrator will collaborate to resolve identified performance concerns. The teacher may request union representation and/or another peer to actively participate in the development of the improvement plan. The following information must be documented in the plan:

- Area(s) of concern related to teacher practice and/or student outcomes.
- Specific teacher actions or practices that will result in the teacher meet standards.
- Improvement goals. These goals must be specific, measurable, attainable, results-based, and time-bound.
- Support strategies, which may include but are not limited to:
    - Professional workshops or conferences
    - Books
    - Peer coaching, mentoring, or other form of peer support
    - Additional evaluator or peer reviewer points of contact
    - Curriculum resources
    - Videos of classroom teaching
    - Targeted professional development
- Method(s) the evaluator will use to gather evidence of improvement. These may include specific activities as described in the evaluation model or others as described during this meeting.
- The type, form, and frequency of feedback the teacher will receive during this phase (e.g. regular meetings with evaluator, regular written communications, evaluation observations, points of contact documentation, etc.)
- A time frame for formative feedback on progress as well as a summative assessment of progress. The summative assessment of teacher improvement results in a decision to exit the teacher from the teacher improvement process, modify the teacher improvement plan, or discipline a teacher. A meeting between the teacher and administrator where the summative assessment of teacher improvement results will take place.

This document will be placed in the teacher's personnel record.

Teacher Assistance Team

As part of this meeting, participants may collaborate to establish a Teacher Assistance Team that supports the teacher in the assistance and support process. The Teacher Assistance Team uses data and information from the teacher's evaluation to collaborate with the teacher to implement the support plan.

Composition of the Teacher Assistance Team (3-6 people)

- 1–2 teachers appointed by the administrator (e.g., special education coordinator, mentor, grade-level lead, department chair, curriculum coordinator)
- 1 administrator other than the teacher's direct supervisor appointed by the superintendent or designee
- 1 – 2 teachers recommended by the teacher (The team should not include any representative from the grade level or the department of the teacher in the assistance and support process unless requested by the teacher.)

- 1 union representative if desired by the teacher

Step 3: Engage in the improvement plan

While implementing the improvement plan, there are expectations for both the teacher and the administrator.

Expectations of the teacher

- Participate in the activities identified in the plan developed in step 2.
- Participate in the collection of evidence related to the measurable goals identified in step 2.
- Be open and flexible in implementing different and/or refined strategies to improve his/her performance.
- Maintain a proactive stance in his own professional improvement.
- Engage in professional reflection ascertaining what is effective practice and what practice(s) need improvement.
- Be responsible for maintaining anecdotal notes (if desired).
- Ask for clarifications from the principal, direct supervisor, an exclusive representative, or superintendent or designee when needed.
- Be responsible for meeting deadlines, appointments, scheduled observations, and other agreed upon timelines.

Expectations of the administrator/summative evaluator

- Provide feedback and relevant support opportunities identified in step 2.
- Give encouragement and informal support for improvement of performance.
- Be open and available for clarification at the teacher's requests.
- Monitor the teacher's performance for improvement.

Expectations of the Teacher Assistance Team (if established)

- The administrator appoints one member of the Teacher Assistance Team as the facilitator.
- The teacher and the facilitator mutually establish a schedule of meetings with the Teacher Assistance Team.
- The Teacher Assistance Team keeps a log of meetings in order to document actions taken to assist the teacher and recommendations made by the Teacher Assistance Team. (Note: The log will not provide evaluative statements regarding progress of the teacher toward the improvement goals.)
- Team members' observations and dialogues with the teacher are not recorded in writing, are not reported to the administrator, and are not part of the assessment of results in step 4.
- When communicating with the teacher, the Teacher Assistance Team may:

- Offer multiple strategies related to the improvement goals from which the teacher may choose.
- Give direct observational feedback to the teacher.
- Offer peer coaching.
- Strict confidentiality is be maintained and no reference is made to the name of the teacher or the school where the assistance is being provided.
- The facilitator communicates regularly with the administrator regarding the completion of action steps in the plan.
- At the completion of the plan, the log of meetings that documents completion of action steps is submitted to the teacher and the administrator.

Step 4: Assess results of the improvement plan

At the end of the plan and the time frame established in step 2, the teacher, the administrator, and any peer named in the process (whether union or other, by teacher invitation) will meet to assess progress of the teacher toward resolving the area of concern. The assessment of progress will be documented in writing, following the plan and goals developed in step 2.

This document will be placed in the teacher's personnel record.

Evidence to review

- Teacher's personnel file
- Agreed upon improvement plan with measureable goals in the assistance and support phase
- Documentation of the measures of progress aligned with the goals
- Additional evidence that the teacher wants considered
- Documentation of meetings with the Teacher Assistant Team, if established
- Description of the recommendations and support provided by the Teacher Assistance Team, if established
- Evidence collected by the administrator
- Evidence collected at the discretion of the administrator
- Past summative evaluations may be considered

Criteria for decision-making

- Progress toward meeting the goals identified for improvement in the improvement plan
- Current performance level (consideration for past performance may be given)

At the conclusion of the meeting, one of the following determinations will be made by the administrator about the teacher's status:

- • Leave the assistance and support phase. The teacher writes an Individual

Growth and Development Plan and re-enters the three-year professional review cycle.

- • Extend the assistance and support phase. Revise or begin a new improvement plan, repeating steps 1-4.
- • Move from the assistance and support phase to discipline.

Discipline

Minnesota Statutes, section 120A.40 and 120A.41 state that 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."
Should a teacher enter the discipline phase, the administrator must follow board policies and teacher contract language established in the school district as well as state statutes.

Should the district ultimately seek to terminate a teacher based on performance, arbitrators' decisions based on case law and statute (primarily M.S. 122A.40, Subdivision 9) have typically determined that sufficient time for improvement is a minimum of six months.

Appendix A

Blackduck Individual Growth and Development Plan (IGDP)	
School Year:	**Teacher Name:**
Current School Assignment	
Developed by (Individual, Group, PLC, Department, Grade Level, Mentor/Mentee, etc.):	
Student Learning Goal (Linked to state (Appendix B)or local standards)	
Content Area and Grade Level	
Baseline Data (What relevant source(s) of data did you examine in selecting this goal?)	
Growth Goal/Target (What is the expected outcome of the students' level of knowledge?)	
Rationale (Why did you choose this student learning goal?)	
Students (Whom are you specifically going to include in this student learning goal?)	
Interval (How long will you focus on this student learning goal?)	
Instructional Strategies (What methods or interventions will you use to support this student learning goal?)	
Evidence [assessment] for growth goal completion(How will you measure the outcome of your student learning goal?)	
Points of contact with the peer reviewer(s) and summative evaluator	
Peer Reviewer(s) *(Minimum 3 annual Points of Contact)* What Points of Contact have been agreed to with the peer reviewer(s)?	Summative Evaluator *(Minimum 2 annual Points of Contact)* What Points of Contact have been agreed to with the summative evaluator?
1.	1.
2.	2.
3.	3.

The teacher and a peer reviewer(s) will sign the Individual Growth and Development Plan to indicate that the professional growth goals and activities have been discussed and that the planned points of contact have been agreed to.

Teacher: _____ Date: _____

Peer Reviewer(s): _____ Date: _____

The summative evaluator will sign the Individual Growth and Development Plan to indicate that the identified peer reviewer(s), professional growth goals and activities, and points of contact have been reviewed and accepted.

Evaluator: _____ Date: _____

Appendix B

MN STANDARDS OF EFFECTIVE PRACTICE

According to state law, any candidate for teacher licensure in Minnesota shall show verification of completing the following standards in a teacher preparation program. These 10 standards and more than 120 specific competencies associated with these standards reflect the national INTASC standards, and are adopted permanent rules of the Minnesota Board of Teaching.

The complete standards and competencies are available on the Internet at http://www.revisor.leg.state.mn.us/arule/8710/2000.html

Standard 1, SUBJECT MATTER

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2, STUDENT LEARNING

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

Standard 3, DIVERSE LEARNERS

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 4, INSTRUCTIONAL STRATEGIES

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5, LEARNING ENVIRONMENT

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self- motivation.

Standard 6, COMMUNICATION

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7, PLANNING INSTRUCTION

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8, ASSESSMENT
A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9, REFLECTION AND PROFESSIONAL DEVELOPMENT
A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10, COLLABORATION, ETHICS, AND RELATIONSHIPS
A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Appendix C, Part 1

Blackduck school teacher evaluation plan

Collecting Student Data

Blackduck School will use the Student Growth Model to meet the state requirements for student data. Growth scores indicate the amount of academic progress an individual student makes between two points in time. Simple growth models document change in the scores of individual students between testing periods. This collecting of student data is each teacher's responsibility. The results will be discussed with each teacher's PLC and kept in his or her personal file, which will be available to the administration upon request. **The purpose of this data collection, reflection, and discussion is the improvement of instructional strategies and practice.**

Each grade level or department will use a series of three assessments that are aligned to the state standards. These grade level or subject based assessments can measure skills, concepts, and/or content. Each teacher is required to develop or identify grade level or subject-based assessments and document the data that is derived from those assessments.

A student learning goal is a measurable, long-term student academic growth target that a teacher sets at the beginning of the academic term or school year. These goals demonstrate a teacher's impact on student learning within a given interval of instruction, based upon baseline data gathered at the beginning of the course/unit.

These assessments must be valid and measure what they claim to measure; and reliable, producing consistent results, yielding similar results when used in similar conditions. Validity can be established for any type of student assessment, from a paper and pencil test to a rubric used for scoring a musical performance. Reliability can be established for a wide range of student performance measures. The assessments must be aligned to state and local academic standards. The PLC should be involved in the setting and reviewing of student learning goals and assessments.

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