

The Minnesota State Teacher Development, Evaluation, and Peer Support Model

The Minnesota State Teacher Development, Evaluation, and Peer Support Model is designed to develop, improve, and support qualified teachers and effective teaching practices and to improve student learning and success. The State Model has three components: 1) teacher practice, 2) student engagement, and 3) student learning and achievement. Figure 1 illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities. The Model is based on professional teaching standards established in rule (Minnesota Rules, Board of Teaching, Chapter 8710, Part 2000).

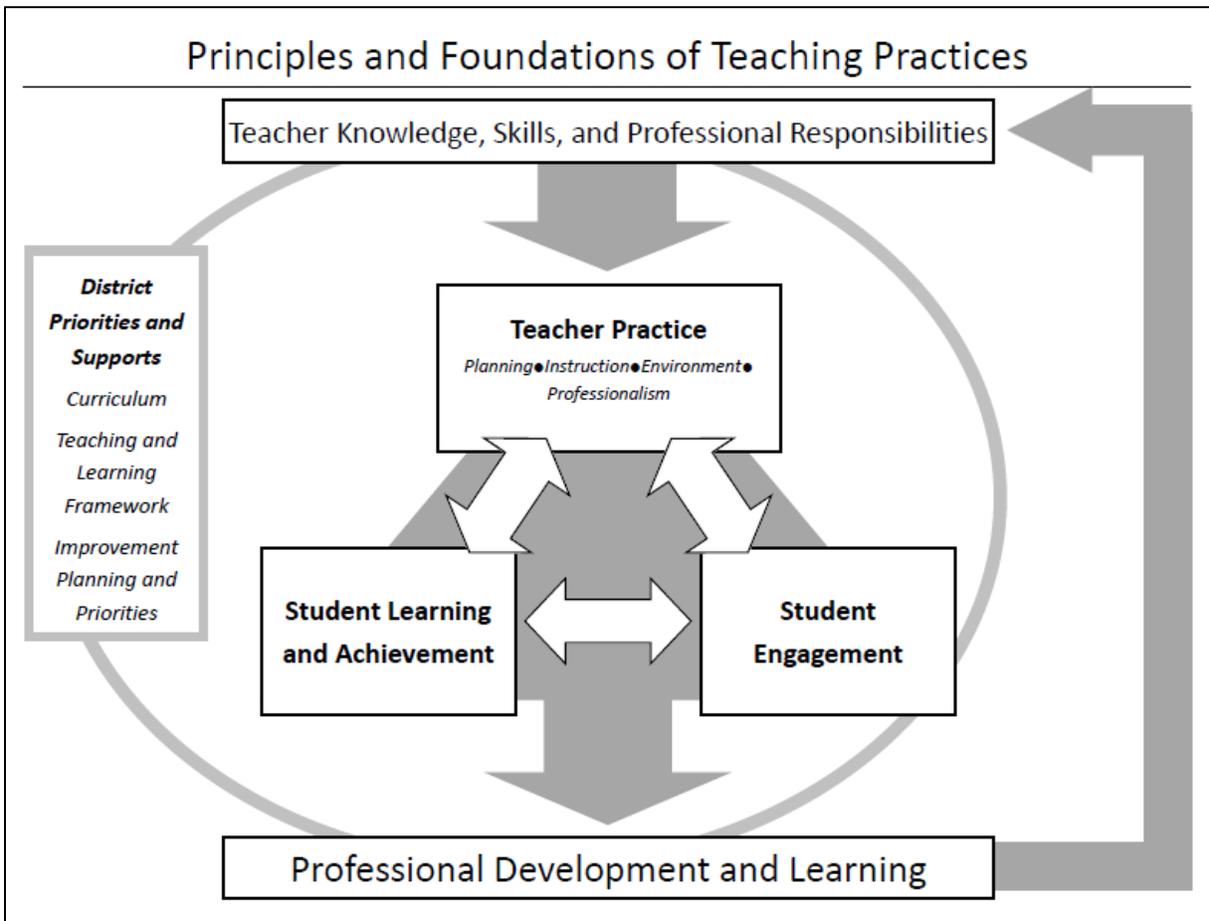


Figure 1: Principles and Foundations of Teaching Practices

Component One: Teacher Practice (*45 Percent of Summative*)

The teacher practice component has four domains: planning, environment, instruction, and professionalism. Each domain is broken into indicators of practice, and those indicators are further subdivided into elements that define skills and expectations in each domain area. These standards are to be used by a teacher, a summative evaluator, and a peer reviewer(s) to measure teacher practices against a standard definition and a rubric that establishes performance levels for practices.

Domain 1: Planning

Indicator A: Aligns learning targets with standards and student data inform planning

Indicator B: Uses content, resources and student knowledge to design coherent instruction

Indicator C: Plans for assessment and differentiation

Domain 2: Environment

Indicator A: Creates a respectful classroom culture of trust, safety and high expectations

Indicator B: Establishes and maintains clear expectations for classroom and behavior management

Domain 3: Instruction

Indicator A: Communicates learning targets and content effectively

Indicator B: Facilitates activities and discussions that promote high cognitive engagement

Indicator C: Uses varied assessment techniques to advance student learning

Domain 4: Professionalism

Indicator A: Reflects on teaching practice

Indicator B: Engages in professional development

Indicator C: Maintains professional responsibilities and communicates with families

Evidence of teacher practice largely comes from classroom observations and other points of contact between an evaluator and teacher or peer reviewer and teacher. When an evaluator observes practice and offers feedback, that feedback is connected to the performance standards. Other evidence in this component area is from a teacher's annual self-assessment and peer review. If a teacher submits a portfolio for the summative evaluation, then this evidence must also be considered for the teacher practice component.

The teacher practice component is weighted at 45 percent of a teacher's summative evaluation.

Component Two: Student Engagement (20 Percent of Summative—15+5 Percent)

The second component, student engagement, examines a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. Student engagement is weighted at 20 percent of a teacher's summative evaluation.

Two groups of evidence make up the student engagement component: 1) results of a valid and reliable student survey and 2) other evidence of student engagement.

Longitudinal student survey results are 15 percent of a teacher's summative evaluation.

Five percent of a teacher's summative evaluation shall include other evidence of student engagement. Evidence from the three-year review cycle could include classroom observations and other points of contact and a teacher's annual self-assessment and peer review. If a teacher submits a portfolio with evidence of student engagement for the summative evaluation then this evidence must also be considered.

Component Three: Student Achievement and Growth (35 Percent of Summative—30+5 Percent)

The third component of the State Model is student learning and achievement. A successful teacher continually assesses student achievement against standards and uses results to modify practice, to intervene when students struggle, and to differentiate instruction.

The Model uses multiple measures to meaningfully measure student growth and achievement to assess the performance of a teacher. Statutes require the use of different types of measures for this component—value-added data and measures of student growth. In order to determine which measures are appropriate for a teacher, the Model organizes teachers into three groups.

Teacher Group	Group Definition	Weights of Evidence for a Teacher's Summative Evaluation
Group 1	Teachers who spend 100% of their days as teachers of record in tested areas for which value-added data are available. (Example: a 7th grade math teacher)	Results of the shared performance goal--5% Results of value-added data--30%
Group 2	Teachers who spend any portion of their days as	Results of the shared performance goal--5%

Teacher Group	Group Definition	Weights of Evidence for a Teacher's Summative Evaluation
	teachers of record in tested areas for which value-added data are available and another portion of their days in non-tested areas and/or areas for which value-added data are not available. (Example: an elementary teacher generalist)	Results of value-added data--20% Results of student learning goal for class or targeted students--10%
Group 3	Teachers who spend 100% of their days in non-tested areas and/or areas for which value-added data are not available. (Example: a K-12 art teacher)	Results of the shared performance goal--5% Results of student learning goal for class--20% Results of student learning goal for targeted students--10%

Shared Performance Goals

Because teachers share an important, common mission of improving student achievement, a teacher will have five percent of the final summative evaluation score tied to school-wide learning as measured by a shared performance goal. All teachers in the same school will receive the same performance rating for this measure.

Teacher Value-Added

Value-added in an education context refers to the contributions that a teacher or a school makes to student achievement. That is, if a student has a particular teacher or is in a particular school, what is the "value" that is "added" to the student's learning because the student had that teacher or attended that school?

Value-added methods apply a statistical model to scores that are otherwise reported in terms of achievement (Did students meet the established bar?) or simple growth. Value-added methods may take into consideration students' previous achievement and other demographic factors that may impact test performance. Instead of asking, "Did my fourth grade students grow at the same rate as other fourth grade students?" (Simple growth), value-added asks, "Did my fourth grade students who previously tested at a second grade level and who have similar demographic characteristics grow at the same rate as students with the same characteristics?" Value-added measures stress the enhancement of student knowledge and skills as a result of the experience of attending a particular school, having a particular teacher, or engaging in a particular educational intervention.

Student Learning Goals

A student learning goal is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes

- The student population or sample included in the goal;
- The standards with which the goal will align;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the goal;
- The expected student growth (or outcomes);
- The rationale for the expected student growth.

Development and Evaluation Activities in the Process

In the Model, a teacher engages in a continuous three-year professional review cycle as shown in Figure 2. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student impact data. There is an ongoing series of annual events in which a teacher engages. Self-assessment and peer review at the end of each year inform Individual Growth and Development Plan revisions in years one and two and connect each year to the previous year in the three-year cycle. At the end of the three-year cycle, an assigned summative evaluator conducts a summative evaluation and determines a final summative performance rating. The summative evaluation informs a new Individual Growth and Development Plan for the next three-year cycle.

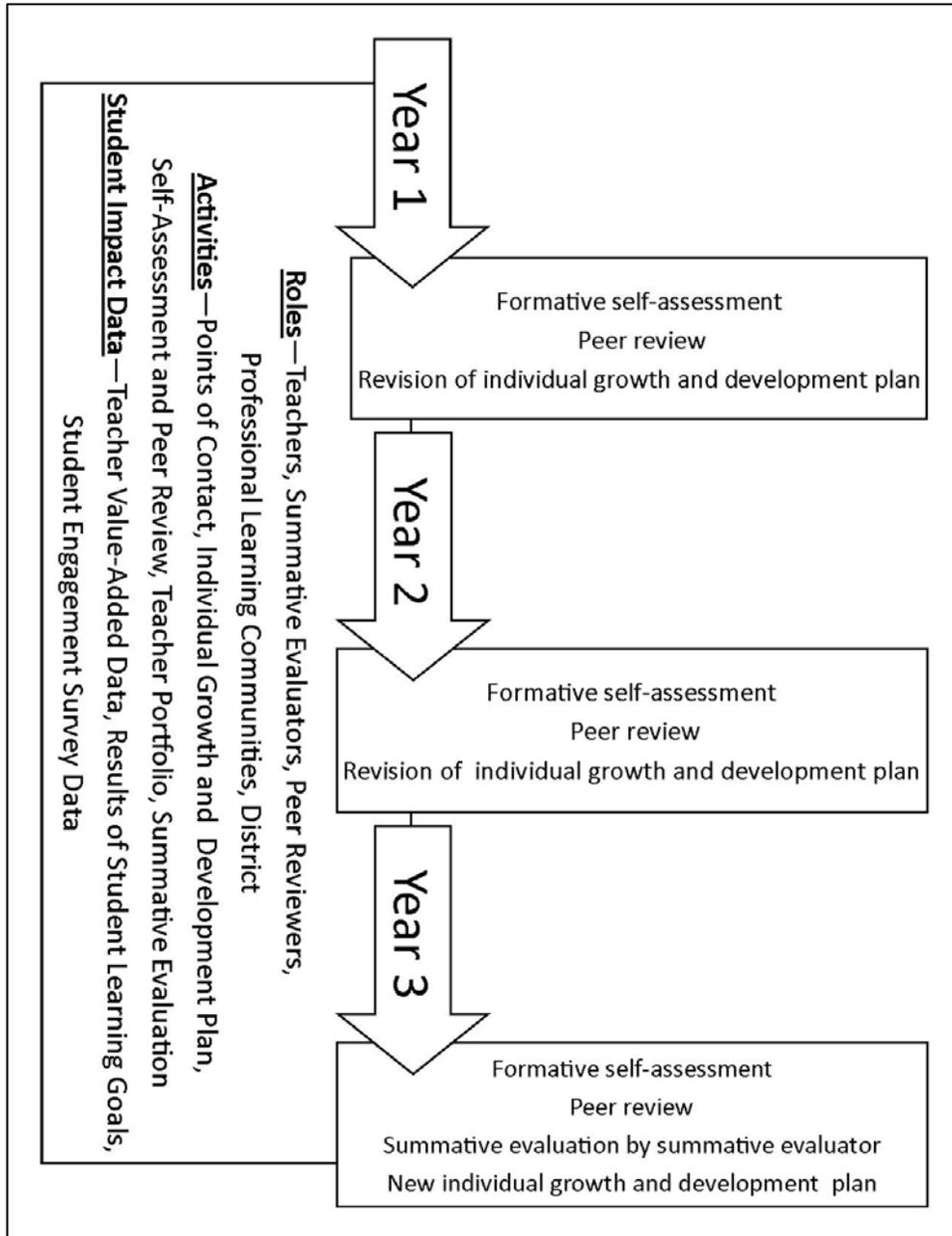


Figure 2: The Three-Year Professional Review Cycle

Points of Contact

Points of contact are defined opportunities for a summative evaluator and a 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. All points of contact *must* be face to face, documented, and grounded in a teacher’s Individual Growth and Development Plan and the Performance Standards for Teacher Practice.

Each year, a teacher defines a minimum number of specific points of contact with a summative evaluator and a peer reviewer(s). Points of contact selected by a teacher define the role of the peer reviewer(s) and must support the focus and goals of the Individual Growth and Development Plan. The intent is for a teacher to own his or her professional growth as well as to require his or her summative evaluator to offer feedback throughout the teacher's career.

In addition, a summative evaluator defines points of contact for a teacher in the three-year cycle. Some of the required summative evaluators' points of contact are attached to classroom observations. Others include options for collecting evidence and feedback in areas outside the classroom.

Overall, the points of contact play a significant role in offering feedback to a teacher and in evaluating a teacher's practice and its impact on student learning and engagement.

Defining several activities as points of contact in the Model gives a teacher and a summative evaluator flexibility to provide feedback for professional growth and to gather evidence for evaluation in many ways and in many areas specific to the teacher's needs. A point of contact may be a formal classroom observation cycle consisting of a planning conference, an announced extended classroom observation, and a post-lesson conference completed consecutively about the same lesson. A point of contact may be based on a series of 3-5 informal classroom observations that do not cover a full lesson and result in evidence collection and feedback in 1-2 areas of teacher practice (often defined by the teacher's Individual Growth and Development Plan) and their impacts on student learning and engagement. Planning conferences, post-lesson conferences, curriculum reviews, reviews of student survey data, reviews of student learning data, professionalism conferences, or video lesson reviews can also be points of contact in the cycle.

For a *continuing contract/tenured teacher*, a summative evaluator conducts a minimum of 11 points of contact during the three-year cycle of which 6 are defined by the teacher. A summative evaluator must conduct at least one formal observation cycle in the summative year of a teacher's three-year cycle and two other classroom observations during the three-year cycle. A summative evaluator may define and conduct additional points of contact activities beyond the required minimums to gather additional evidence and offer additional feedback.

To support the induction of a probationary teacher into the profession or new districts, a greater number of formal classroom observations is required. For a *probationary teacher*, a summative evaluator conducts a minimum of five points of contact annually—three formal observation cycles and two points of contact defined by the teacher.

Individual Growth and Development Plan

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 in the three-year professional review cycle. The plan is developed at the beginning of the three-year cycle and is annually revised by a teacher. The plan connects individual professional learning to the

cycle and guides individual learning activities and peer review throughout the three-year cycle. As part of plan development, a teacher identifies

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

Self-Assessment and Peer Review

In the spring of every year of the three-year cycle, a teacher will complete a self-assessment based on evidence in each of the three model components. This self-assessment will be shared with a peer reviewer(s) as a prompt for a review of the teacher's current practice, student outcomes, and growth over time. Following this conversation, the peer reviewer(s) will add comments on the self-assessment, share those comments with the teacher, and share the self-assessment and review with the summative evaluator. The teacher may, at his or her discretion, invite the summative evaluator to this conference.

The self-assessment is an opportunity for a teacher and peer reviewer(s) to reflect on practice. A teacher is prompted to name areas of strength and areas for growth from the evidence tied to the Performance Standards for Teacher Practice. The self-assessment also asks a teacher to reflect on evidence of student learning—tied to value-added data and/or results of student learning goals—and evidence of student engagement. Finally, a teacher summarizes the implementation of the Individual Growth and Development Plan and reflects on the results.

Teacher Portfolio (*Optional*)

The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and reflections on professional growth. A teacher possesses the individual right to submit a portfolio to the assigned summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

- Portfolios may contain evidence such as
- Reflective statements;
- Evidence of participation in professional learning activities, leadership, and collaboration with other educators and with families;
- Sample communications to families and other stakeholders;
- Student work samples;
- Examples of teacher work such as lesson plans;

- Videos of lessons;
- Student data including results of student learning goals.

Summative Evaluation

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from an assigned summative evaluator. Using evidence collected through activities in the process, the summative evaluator determines a performance rating for each of the Model's three components. A numerical approach is then used to combine component ratings. In the numerical approach, the three component ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for a teacher. The following performance ratings are used for the summative performance rating:

Performance Rating 4: Exemplary

Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor colleagues.

Performance Rating 3: Effective

Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

Performance Rating 2: Development Needed

Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected.

Performance Rating 1: Unsatisfactory

Evidence exists that performance is consistently below standards. Assistance and significant improvement are required.

Also, and more importantly, a summative evaluation includes specific feedback to a teacher that will inform the Individual Growth and Development Plan for the next three-year cycle. Both the summative performance rating and feedback are documented.

The expectation is that a teacher is effective and continually improves practice. A teacher with a final summative performance rating of "Development Needed" should be supported to improve through a rigorous Individual Growth and Development Plan and through the three-year professional review cycle. A teacher with final summative performance rating of "Unsatisfactory" must be supported through the Model's teacher improvement process and potentially disciplined for not making adequate progress to improve.

The Roles of the Peer Reviewer(s) and Summative Evaluator

To successfully develop and evaluate teachers, clear roles for the process must be defined. This model identifies roles for peer reviewers, summative evaluators, teachers, professional learning communities, districts, and the Minnesota Department of Education. A teacher's peer reviewer(s) and summative evaluator(s) are especially important in the development and evaluation process.

A peer reviewer is a peer who collaborates with a teacher to evaluate practice and impact on students by assisting with implementation of the Individual Growth and Development Plan, conducting points of contact, offering feedback, and reviewing progress with the teacher annually. The peer reviewer must be a trained observer of teacher practice and be approved by the assigned summative evaluator. When possible, a peer reviewer(s) should also be in the teacher's professional learning community, and new teachers may use their mentors.

An assigned summative evaluator facilitates the summative evaluation and is identified annually in a teacher's Individual Growth and Development Plan. A summative evaluator must hold a valid Minnesota education license to be qualified. To be trained, a summative evaluator must have *successfully* completed the evaluator training supporting the Model. The MDE will provide training to evaluators in school districts choosing to use the Model (or a variation of the Model).

The role of the assigned summative evaluator in the process is a key to a teacher's ongoing development and to a teacher receiving a fair and accurate summative evaluation. For the Model, an assigned summative evaluator

- Annually reviews and approves the Individual Growth and Development Plan, including identified peer reviewer(s);
- Annually reviews and approves student learning goals and associated assessments, and evaluates student learning goal progress and outcomes;
- Annually documents points of contact;
- Annually reviews the self-assessment and summary of the peer review process;
- Completes the summative evaluation and assigns a final performance rating at least every three years.

Further information including the full Model and the Model's implementation handbook can be found on the Minnesota Department of Education website. The Model's implementation handbook includes the full version of the model for piloting, a glossary of terms, and model forms and supporting resources.