



Teacher Evaluation Guidebook

2014-2015

Contents

Teacher Evaluation in MPS.....	2
Teacher Evaluation Multiple Measures	3
Classroom Observations.....	3
Observation Types	4
2014-15 Observation Model	4
Full Observation Overview	4
Focused Observation Overview.....	5
Short Observation Overview.....	5
Primary and Secondary Observer Overview	6
Observation Track Overview.....	6
Probationary Teacher Observation Tracks.....	6
Tenured Teacher Observation Tracks.....	7
Observation Track and Observer Assignment Protocol.....	7
FTE, Concurrent Employment, and Late Hires Observation Guidelines	8
eCompass Observation Documentation	10
Value-Added Reports.....	11
Student Perception Surveys.....	12
Multiple Measures Summary Report (MMSR).....	13
Engagement and Feedback Opportunities	13
2014-15 Teacher Evaluation Calendar	14
Teachers Included in 2014-15 Evaluation Measures	15
Critical Topics Contact List	16

Teacher Evaluation in MPS

Vision

MPS strongly believes that a multiple-measure teacher evaluation system is vital toward supporting teachers' professional growth and development. Our vision for this work is that you find direct benefit in participating in self-reflection and professional discussions with your peers and supervisors. This process mirrors evaluation systems at other levels of MPS: ESPs, related service groups, administrators, and central office employees will also participate in evaluations in 2014-15. As a result, we are continually growing and improving as a system in ways that will most effectively meet the needs of all of our students.

2014-15 Improvements

MPS's teacher evaluation system is entering its third year of implementation, and it operates with a primary goal always in mind: That teachers are continually provided the meaningful feedback they deserve about their practice. Over the past few years we have openly sought feedback about the system's design and implementation. Over this period, hundreds of teachers have taken the time to let us know where we can improve.

One area for improvement that teachers have often raised, for example, is the consistency and quality of observation feedback. In response to this feedback, we are instituting some important additions to our observation work in 2014-15. The first is establishing a team of Inter-Rater Reliability Observers. These teacher leaders will work with principals and Associate Superintendents across sites to support them in providing teachers with the highest-quality and most useful feedback. In addition, we are implementing a new observer quality review process, through which all MPS observers will receive specific feedback on their observations, followed up with targeted support.

Along with observations, we are also improving our student survey system and value-added reports. Surveys will now have audio translations, giving students the ability to choose the language they are most comfortable completing their survey in. Value-added reports will contain additional strand-level information about student learning to make them even more directly applicable to your practice.

We will continue to ask for your feedback this year as we strive to continually improve this system. Your ongoing input is helping to drive continued conversations about how we ensure that our evaluation measures are of the highest quality.

Teacher Evaluation Multiple Measures

MPS uses a multiple-measure model that includes classroom observations, student achievement results and student perception surveys. Incorporating multiple measures into the evaluation system produces a fairer, more accurate understanding of a teacher's impact on student learning. Multiple measures give a comprehensive overview of teachers' current practice and are crucial to supporting professional growth and development.

Multiple Measures

MPS Teacher Evaluation is a multiple measure system that provides feedback through:

- Classroom Observations
- Value-Added Reports
- Student Surveys

Classroom Observations

At the heart of MPS' observation process is the belief that quality feedback and reflection are required for professional growth and development. During observations, observers collect objective information about instruction and student learning and align this information to elements on the Standards of Effective Instruction rubric. After the observation, the teacher and observer participate in a post-conference where they discuss feedback and next steps. This process:

- Offers numerous opportunities for teachers to participate in dialogue about practice
- Provides uniformity in observation requirements across MPS
- Allows observers to provide frequent, concrete feedback to teachers about their performance against a clear, detailed performance rubric
- Informs professional development needs
- Represents one of multiple measures that will be seen in the multiple measures summary report

Classroom teachers will participate in four observations with certified observers. The observation model is differentiated for probationary and tenured teachers:

- All probationary teachers will receive a full observation each year.
- Tenured teachers will receive a full observation every other year. Additional observations may be conducted outside of the observation model if additional support is needed.

Observation Types

2014-15 Observation Model

Observation Types			
Name	Characteristics	Observer type*	Time estimate includes all components of the observation including classroom instruction, forms and conferences
Full Observation	Full rubric, full lesson, announced, pre-conference, post-conference	Primary observer	Observer= 3-5 hrs Teacher= 3-5 hrs
Focused Observation	Focused area of rubric, full lesson, announced, pre-conference, post-conference	Secondary observer	Observer= 2-3 hrs Teacher= 2 hrs
Short Observation	Observed areas of rubric, partial lesson, unannounced, post-conference	Primary and Secondary observers	Observer= 1 hr Teacher= 20 min

*A primary observer is a school administrator.

*A secondary observer is a certified observer

Full Observation Overview

Each tenured MPS teacher will participate in one full observation every other year with a school or program administrator. Each probationary teacher will participate in a full observation every year. A full observation includes a pre-conference and a post-conference. At the pre-conference, the teacher and observer meet to discuss the classroom, the planning and preparation that went into the lesson and the lesson details. The administrator then observes a full lesson using the entire rubric. Shortly (one to three days) after the observation, the teacher and observer meet to discuss the lesson. These post-conferences can last anywhere between 20-45 minutes.

Focused Observation Overview

Teachers will participate in one focused observation with a secondary observer at least every other year. Each teacher will select four or more elements from the rubric to focus on for the focused observation. A focused observation includes a pre-conference and a post-conference. At the pre-conference, the teacher and observer meet to discuss the teacher's focus, the classroom, the planning and preparation that went into the lesson and the lesson details. The secondary observer observes a full lesson using the selected portion of the rubric. These post-conferences can last anywhere between 20-45 minutes. The only difference between the sequence of steps for the focused observation and the full observation is that teachers are not required to fill out the pre-conference form; however, they need to select their focus elements prior to the pre-conference.

Short Observation Overview

Teachers will participate in 1-2 short observations with a school or program administrator and 1-2 short observations with a secondary observer. A short observation is similar to an informal observation—observers come to the classroom unannounced to look for areas of growth determined by the teacher and the observer. The observer observes 10-15 minutes of a lesson using the rubric. Shortly after the observation, the teacher and observer discuss the lesson. These post-conferences can last anywhere from 5-15 minutes.

2014-15 Observation Timeline

August- September—Tracks and observers are assigned

September-October—Begin first-round observations

November —End first-round observations

November —Begin second-round observations

January —End second-round observations

February —Begin third-round observations

March —End third-round observations

April —Begin fourth-round observations

May —End fourth-round observations

Primary and Secondary Observer Overview

Primary Observers	Secondary Observers
Principals	PAR Mentors
Assistant Principals	Instructional Specialists
Program Administrators	Administrative TOSAs
Instructional Leaders	SOEI Certified Classroom Teachers
District Program Administrators*	Other certified educators and district admin
Administrative TOSAs*	Inter-Rater Reliability Observers
Retired Principals	
POSAs	
Inter-Rater Reliability Observers	

Primary observers may be accompanied by other certified observers such as content leads and special education program facilitators. The Primary observer must notify the teacher when additional observers will be present during the observation.

Observation Track Overview

During 2014-15, teachers will be divided into observation tracks to balance observer workload across the year. Tracks determine the order in which teachers will receive observations. Track assignments are visible in eCompass. Below are the tracks teachers will be assigned to for the 2014-15 school year.

Probationary Teacher Observation Tracks (S) = Secondary, (P) = Primary

Track	Round 1	Round 2	Round 3	Round 4
1	Focused	Full	Short	Short
	(S)	(P)	(S)	(P)
2	Short	Focused	Short	Short
	(P)	(S)	(P)	(S)
3	Short	Short	Short	Focused
	(P)	(S)	(P)	(S)

Tenured Teacher Observation Tracks (S) = Secondary, (P) = Primary

Track	Round 1	Round 2	Round 3	Round 4
5	Short (S)	Short (P)	Short (S)	Short (P)
6	Short (S)	Short (P)	Short (S)	Short (P)
8	Full (P)	Short (S)	Short (P)	Short (S)
9	Short (S)	Full (P)	Short (S)	Short (P)

Quick Facts: Tracks and Observers

A “track” represents your sequence of observations for the year.

Administrators assign primary observers to teachers.

Teachers may select their secondary observer (where there are several at a site).

Observation Track and Observer Assignment Protocol

Initial Assignments

All teachers are assigned an observation track, a primary observer and a secondary observer for the year. In August, the teacher evaluation team will make initial assignments. Below are the guidelines for initial assignments:

- Teachers will be evenly and randomly distributed between primary and secondary observers
- All teachers with PAR mentors will be assigned their PAR mentor for their secondary observer
- 1st year teachers will be placed in track 1
- 2nd year teachers will be placed into track 2
- 3rd year teachers will be placed into track 3
- Newly tenured teachers will be assigned to the full observation cycle and evenly divided between tracks 8 and 9
- 2/3 of tenured teachers who were in a full cycle last year will be evenly divided between tracks 5 and 6
- 1/3 of tenured teachers will be placed in the full cycle evenly divided between tracks 8 and 9

Assignment Changes

Sites will receive initial track and observer assignments in early August. **All changes must be submitted to the teacher evaluation team by September 12th or prior to the start of observations.** Below are the guidelines for making changes to the initial assignments:

- Primary observers are assigned by the principal
- Teachers can request a specific secondary observer (this does not apply for teachers with PAR mentors)
- If you have extenuating circumstances (i.e. upcoming maternity/ paternity leave or upcoming medical leave), please connect with your administrator about accommodations

FTE, Concurrent Employment, and Late Hires Guidelines

Below are guidelines for teachers who have less than 1.0 FTE, are late hires and/or have concurrent assignments.

FTE

1.0 to .5 FTE	4 observations—depends on track assignment
Less than .5 FTE, Greater than .2FTE	1 focused, 1 short (primary)
.2 FTE or below	1 short observation (1 primary)

Concurrent Employment

If you are a teacher employed in multiple buildings, Human Resources designates one of the sites as your primary site. All observations will be completed at your primary site. Your primary site is the location listed in eCompass.

Late Hires

The teacher evaluation team will receive a weekly update on newly hired teachers throughout the year. These teachers will be automatically assigned a track based on the criteria below. A member from the teacher evaluation team will contact a site administrator for the proper primary observer assignment. Late hires will not be differentiated by probationary and tenured status.

Teachers hired after an observation round will not need to make-up previous observations.

Hire Date	Number and Type of Observations
November 1-January 15	3 observations: 1 full, 1 focused, 1 short (secondary)
January 15- March 15	2 observations: 1 full, 1 short
March 15- May 1	1 observation: 1 focused
After May 1	No Observations

eCompass Observation Documentation

All documentation of the observation process takes place in eCompass, the online observation and professional development system (ecompass.truenorthlogic.com) Use your MPS username and password to login to the eCompass system. More information for navigating eCompass is available by clicking the resource tab in eCompass.

Teacher Documentation

Teachers fill out two electronic forms in eCompass, a pre-conference guide and a reflection guide. Teachers also view the observer evidence and performance levels in eCompass

- The pre-conference guide is **only required for the full observation**, and is encouraged for the focused observation. The pre-conference guide gives teachers an opportunity to provide specific information about how he or she has planned and structured the lesson. It also allows a teacher to help the observer understand the class and its unique dynamics.
- The reflection guide is required for both the full and focused observation. The reflection guide consists of three questions that ask the teacher to reflect on the observed lesson and self-assess on the rubric elements. Teachers answer the three questions and provide performance levels for applicable elements. No other documentation is necessary.
- Lesson plans are not a required element of the observation process, but can be a useful way to provide additional information beyond the questions in the pre-conference guide. MPS does not have a standard lesson plan template; there are a variety of lesson plan templates in the resources section of eCompass that teachers can use if they choose to complete one.

Observer Documentation

Observers collect evidence, sort evidence by element, assign performance levels to elements and provide feedback in eCompass. Below are key considerations for observer documentation.

- Evidence collected must be objective
- Elements should only be assigned performance levels if there is adequate evidence
- Performance levels should be selected based on the preponderance of evidence (the evidence that is most representative of the lesson)
- Evidence should be shared with the teacher prior to the post-conference
- Performance levels and feedback should be shared at the post-conference; the finalized scores and next steps will be shared after the post-conference

Value-Added Reports

“Value-added” is a term used to describe a specific type of student growth measurement. Value-added reports look at each student’s starting point coming into a teacher’s class, then compare individual students’ performance at the end of the year to those of similar MPS students.

Because value-added reports focus on how students perform compared to other students with similar prior achievement and characteristics (as opposed to simply comparing proficiency levels), the information is meant to provide a fair way of comparing student achievement across MPS.

MPS is partnering with the University of Wisconsin’s Value-Added Research Center (VARC), which is nationally recognized in the field of value-added analysis. MPS is working with VARC to ensure accuracy and reliability within the value-added reports for schools and for individual teachers.

In the fall of 2014, MPS will provide individual value-added reports for teachers of students in grades and subjects that use MCA and MAP assessments. Based on concerns regarding the early childhood assessments, kindergarten teachers will not receive value-added reports.

All value-added reports will be based on student learning for the 2013-14 school year. Based on feedback received during the pilot year of value-added, teachers receiving value-added reports will also receive supplemental reports that provide more information about individual students’ growth and proficiency levels.

Classroom-level value-added data will be shared with individual teachers and school administrators. The teacher evaluation team will provide professional development opportunities on value-added and how to use school-level and teacher-level value-added reports to support professional growth and development.

What to expect for 2014-15...

Teachers in tested grades will receive their value-added reports in late September

These reports will be accompanied by supplemental student achievement and strand level information where available.

Administrators will receive aggregate, school-level data and individual teacher data.

Student Perception Surveys

Student surveys allow students to share their experiences of classroom life and teacher practice. Surveys provide data that can drive reflection, professional development, and growth at the teacher and school level. In 2014-15, MPS teachers will survey students about their classroom experience.

MPS Student surveys come in 3 versions:

- K-2
- 3-5
- 6-12

Any teacher can use any version of the survey as long as that same version is given to the whole class. For example, a third grade teacher may prefer to give the K-2 survey to his or her class.

Student surveys are administered online through Classroom for Success in grades 3-12. However, paper versions are available for teachers who prefer to use them.

Surveys will be translated into Hmong, Somali, and Spanish, and will come with audio translations for the online versions.

The survey window will be open for three weeks in December 2014, and teachers will be able to decide when they would like to administer surveys within this timeframe.

Individual class reports will be available to teachers who give the survey online immediately following survey administration. Detailed reports with school and district comparison will be provided several weeks after the administration window has closed. Teachers who choose to use paper surveys will receive their results in January 2015.

What to expect for 2014-15...

Each classroom teacher will survey one of his or her classes during a three-week survey window in December.

Teachers will receive their individual class results immediately following administration.

Several weeks after the administration window closes, teachers will receive detailed reports with school and district comparison data.

Administrators will receive aggregate, school-level data and individual teacher reports.



Multiple Measures Summary Report (MMSR)

Multiple measures are critical for generating a comprehensive picture of teacher effectiveness. All observation data, value-added data and student survey data will be assembled into one report that is seen by teachers and administrators. This report will be delivered in January 2015. Teachers will have opportunities to see student survey and value-added data as soon as it is available, while administrators will not see this information until it can be compiled into the MMSR. This helps to reinforce the importance of multiple measures and not looking at any one teacher evaluation measure in isolation.

The MMSR does not rank or classify teachers. It is meant to drive professional conversations about practice by providing information from the different teacher evaluation measures.

Engagement and Feedback Opportunities

Teacher input and feedback is critical to the success of MPS' teacher evaluation system. There are multiple ways to get involved and we are always open to new ideas for engaging teachers.

Q Comp and Teacher Evaluation Advisory Group

This group of 30 teachers advises on the design and implementation of the teacher evaluation system. Meetings are held once a month. Openings are available for 2014-15. Please email the Teacher Evaluation Team (tequestions@mpls.k12.mn.us) if you would like to apply.

Learning and Leading Newsletter

A new edition of *Learning and Leading* will be distributed every other month. This newsletter highlights all important updates and information regarding Teacher Evaluation, Focused Instruction, Teacher Interviews, School Spotlights, and other information. Teacher submissions are highly encouraged. We want to hear from you! Please email tequestions@mpls.k12.mn.us.

Feedback Surveys

Several times throughout the year, teachers are encouraged to fill out an anonymous observation feedback survey. A link to this survey will be sent out after every observation round. During late fall and early April, teachers will also have the opportunity to provide feedback to their specific observers by filling out a survey. Your feedback is greatly appreciated.

2014-15 Teacher Evaluation Calendar

The following calendar highlights important teacher evaluation activities and milestones for 2014-15.

Month	Activities
August	<ul style="list-style-type: none"> Track and observers assigned New Teacher SOEI PD
September	<ul style="list-style-type: none"> Begin round 1 observations Teachers receive value-added reports
October	<ul style="list-style-type: none"> Begin or continue round 1 observations
November	<ul style="list-style-type: none"> End of round 1 observations Begin round 2 observations
December	<ul style="list-style-type: none"> Student survey administration Student survey class results reported to teachers
January	<ul style="list-style-type: none"> End of round 2 observations Multiple Measures Summary Report delivered Observer feedback survey
February	<ul style="list-style-type: none"> Begin round 3 observations
March	<ul style="list-style-type: none"> End round 3 observations
April	<ul style="list-style-type: none"> Begin round 4 observations Observer feedback survey
May	<ul style="list-style-type: none"> End round 4 observations

Teachers Included in 2014-15 Evaluation Measures

Teachers Included in the SOEI Observations	Teachers Included in Value-Added (based on 2013-14 data)	Teachers Included in Student Surveys
Tchr, Music Tchr, Theatre/Dance Tchr, Business Tchr, Bilingual/Bicultural Tchr, Driver & Traffic Safety Tchr, Industrial Technology Tchr, Technology Tchr, Elementary Tchr, English Second Language Tchr, English Tchr, World Languages Tchr, American Indian Language Tchr, Health Tchr, Physical Education Tchr, Reading Tchr, Math Tchr, Media Tchr, Science Tchr, Art Tchr, Social Studies Tchr, Special Education Tchr, ECFE Tchr, High Five Tchr, Preschool—Three School	Teachers will receive a value-added report if they fit all of the following criteria: <ul style="list-style-type: none"> • Teachers who taught in the Minneapolis Public Schools during the 2013-14 school year • Teachers in grades 1-9 who taught reading and/or math in 2013-14 (either as primary or supplementary instructors) • Teachers who assigned students grades in Grade Book. • Teachers who were not linked to students in Gradebook but completed a roster verification submission form in spring 2014. 	K-12 teachers that work with more than 5 students <ul style="list-style-type: none"> • Teachers can use discretion for students with significant special needs

Teaching positions not listed above may have other evaluation processes that align with their job functions. Examples of these teachers include counselors, social workers, teachers on special assignments and district program facilitators.

Critical Topics Contact List

For Questions About...	Contact	Telephone	Email
Focused Instruction	Tina Platt	612-668-0378	Tina.Platt@mpls.k12.mn.us
Classroom for Success	Maunghi Pearson	612-668-0094	Maunghi.Pearson@mpls.k12.mn.us
eCompass General Support	Rowan McDeid	612-668-0593	Rowan.Mcdeid@mpls.k12.mn.us
Teacher Evaluation: SOEI Observations, ESP evaluation	Eric Kalenze	612.668.0179	Eric.Kalenze@mpls.k12.mn.us
Teacher Evaluation: eCompass for SOEI, Value-Added; Student Surveys;	Daniel Glass	612.668.0477	Daniel.Glass@mpls.k12.mn.us
SOEI Certification	Paul Hegre	612-668-5383	Paul.Hegre@mpls.k12.mn.us
Q Comp	Emily Olson	612-668-0501	Emily_R.Olson@mpls.k12.mn.us
PAR for Tenured Teachers	Kathy Kindle	612-668-0804	Kathy.Kindle@mpls.k12.mn.us
PAR for Probationary Teachers	Julie Tyler	612-275-8073	Julie.Tyler@mpls.k12.mn.us
Instructional Specialists	Carey Seeley	612-787-8019	Carey.Seeley@mpls.k12.mn.us
PDPLC	Karen Ruhs	612-759-7847	Karen.Ruhs@mpls.k12.mn.us
eCompass—course creation and registration	Jennifer Bartels	612-668-3966	Jennifer.Bartels@mpls.k12.mn.us
Steps and Lanes	Jennifer Easton	612.668.0512	Jennifer.Easton@mpls.k12.mn.us



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