

Anoka-Hennepin District #11 Performance Appraisal System
**Performance Appraisal System
for
Licensed Staff**

General Information

District #11 Mission Statement

The mission of the Anoka-Hennepin School district is ... To provide all learners with equal opportunity for lifelong success by effectively using all District resources in providing a safe, respectful and challenging environment and by involving the entire community.

Professional Growth Assumptions

Professionals want to perform as effectively as possible and to derive satisfaction from accomplishment.

Professionals appreciate evaluations that are predicated on a fair and uniform process.

Professionals have the power of reflection and self-evaluation.

Professionals seek self-improvement.

Purpose of Performance Appraisal System for Licensed Staff

The Performance Appraisal System is a comprehensive system of evaluation and supervision for the purposes of:

Improving instruction

Promoting professional growth and staff development

Assessing and evaluating performance

Making employment and continuing contract decisions

Providing structure for supervision

Identifying need for remediation

Ensuring accountability

Encouraging meaningful self-reflection

Applauding and reinforcing excellence

Licensed Staff

The Performance Appraisal System for licensed staff is used to evaluate the performance of all licensed staff covered under the Teachers' Terms and Conditions of Employment, including but not limited to:

Classroom Teacher, Special Education Teacher, Others on Teachers' contract
Title I Teacher, Teacher on Special Assignment, School Social Worker
Title VI Teacher, School Psychologist
AOM Teacher, Licensed School Nurse
Counselor, Early Childhood Family Education
Media Generalist, Early Childhood Special Education

Definition of Terms

Appraisee: the teacher; refer to above list of licensed staff

Appraiser: a building principal, properly licensed supervisory designee, departmental administrator, or supervisor who is responsible for supervising and evaluating a teacher. Building principals/designee are responsible for the evaluation of all teachers currently assigned to their buildings.

Assistance may be sought from other **administrators/supervisors**, as appropriate.

Continuing Contract Teachers: Tenured teachers who will be formally appraised every four years.

Data Collection: Teachers and appraisers using a variety of methods, including classroom observations, collect information to assess progress towards goals. Data collection is an integral component of the performance appraisal system.

Five Teaching Domains: *Standards Based Education, Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities*. All five domains will be addressed in the summative phase. They are divided into components.

Components: Teaching actions, behaviors, or skills to be assessed. They are further divided into more specific elements.

Elements: Detailed and specific skill on the rubrics performance areas that can be used for measurement within the levels of performance; these are cross-referenced to the Elements of Instruction where appropriate.

Levels of Performance: *Unsatisfactory, Basic, Proficient, and Distinguished*. The teacher's performance in selected elements are matched to the criteria listed beneath each level to determine appropriate placement.

Formal Appraisal: Teachers are formally evaluated during this stage of the process. Teachers will be appraised using the five teaching domains. The two phases of this stage are the "Formative Phase" and "Summative Phase." For continuing contract teachers, a professional growth plan may be substituted for the second and third observations.

Formative Phase: During this phase, data is collected by the teacher and appraiser to determine progress toward goals. A self-assessment will be completed by the teacher. Teachers will normally have three observations. These will each include a pre-observation conference, observation, and post-observation conference. Informal notes and records of teacher performance will be collected throughout this phase.

Goal-Setting: During Formal Appraisal, teachers and appraisers will mutually establish professional growth goals for the school year. During Self-Appraisal, teachers select goals for professional growth.

Peer Review: A process in which professional educators with like, equal, or similar positions interact in a non-threatening, non-evaluative manner. This systematic interaction focuses on professional growth, instruction, and student learning.

Post-Observation Conference: Teachers and appraisers review data collected during the observation and decide whether to continue with two additional formal observations or to develop a Professional Growth Plan.

Pre-Observation Conference & Goal Setting: At the first conference, teachers identify areas that can benefit from focused attention, based on the framework for teaching, and work with appraiser to establish goals.

Probationary Teachers: Probationary teachers will be on Formal Appraisal for the first three years of employment. A formative observation will be completed by approximately October 31, January 15, and March 1 for each of those three years. A Summative Assessment will be completed by March 31 of each of those three years.

Professional Growth Plan: Continuing contract teachers who have successfully completed one formative observation may, with the approval of the appraiser, elect to participate in a PGP in lieu of the other two normally scheduled observations in the formative phase.

Professional Portfolio: A representation of teachers' best work. Portfolios should contain materials demonstrating professional activities occurring outside of the classroom, as well as those having relevance to the art of teaching. (Workshops, conferences, Professional Association activities, transcripts, journals, logs, video tapes, action research, lesson plans, teaching materials, etc.)

Rubric: The descriptive category used to evaluate teachers' performance. It defines *unsatisfactory*, *basic*, *proficient*, and *distinguished* performance values.

Self-Appraisal: Teachers are on Self-Appraisal for three years, between Formal Appraisal years. During these Self-Appraisal years, teachers complete a self-assessment, establish and complete a Professional Growth Plan, and work on the development of a professional portfolio to be reviewed during the Formal Appraisal year.

Summative Phase: Appraiser and teacher will review the summative appraisal during a conference before the end of the school year. The teacher will receive a personal copy and the original is forwarded to their district personnel file. If the appraiser demonstrates that the teacher is in need of professional improvement, the teacher may be assigned assistance for the upcoming year. The teacher could be placed on Formal Appraisal again. All five domains will be addressed on the summative form.

Teacher Assistance: Principal or Supervisor will assist teachers having performance difficulties by developing assistance plans and providing the necessary support to help them improve their teaching.

Performance Appraisal System

Overview

1. Formal Appraisal - Principal Directed

A. Formative Phase: data gathering

- 1) self-assessment using rubrics
- 2) pre/post conferences
- 3) observations
- 4) goal setting
- 5) growth plan/peer review
- 6) teacher portfolio

B. Summative Phase: summary of performance, reflective of growth, no surprises

- 1) summary conference form
- 2) written form to Human Resources

2. Self Appraisal - Teacher Directed

A. Reflective Phase

- 1) self-assessment using rubrics
- 2) professional growth plan (PGP) - Self-Appraisal

B. Portfolio Phase

- 1) videotape
- 2) logs
- 3) research

Performance Appraisal System Chart

*Pursuant to Minnesota Statute 122A.40, teachers hired after the school year begins must have 3 observations if they are hired to work more than 120 days, 2 observations if hired to work more than 60 days but less than 120, and 1 observation if hired to work less than 60 days.

Probationary Teachers

Years 1,2, and 3

Formal Appraisal

self assessment using rubrics

***3** or more observations by
approximately **10/15, 1/15, and 3/11**
1 summative conference by **3/31**

Years 4,5, and 6

Continuing Contract Teachers

Year 1

Self Appraisal

self assessment using rubrics

professional growth plan (**5.11 - 5.12**)

portfolio

Formal Appraisal

self assessment using rubrics

3 or more observations by
approximately **11/15, 2/15, and 4/15**
1 summative conference by **5/15**

-OR self

assessment using rubrics

1 observation by approximately **11/15**

growth plan peer review

(**5.5 - 5.6 or 7.2 - 7.4**)

1 summative conference by **5/15**

Years 2,3, and 4

self assessment using rubrics

professional growth plan (**5.11 - 5.12**)

portfolio

Anoka-Hennepin District # 11 Performance Appraisal System

**Performance Appraisal System
for
Probationary Staff**

Probationary Staff

Probationary teachers will be on Formal Appraisal for the first three years of employment.

**Progress and Timelines
for
Years 1, 2, and 3
Formal Appraisal**

Formative Phase

1. Appraiser provides the Rubrics (4.1 - 4.13) and an Instruction Plan (5.2 - 5.3) to the teacher.
2. Appraiser conducts pre-conference with the teacher reviewing the Rubrics and Instruction Plan for first observation. The date and time of that observation is established.
3. Appraiser observes the teacher and completes a Formative Observation Report (5.4). The appraiser selects the domain(s) to be appraised.
4. Appraiser conducts post-observation conference with the teacher. Together, they establish goals for the year based on the first observation and the Rubrics. Areas of Focus for each of the three probationary years are found on 4.14 - 4.19. The teacher receives a personal copy of the Formative Observation Report and signs the copy that will eventually be forwarded to the district personnel file by appraiser (sent in with summative).

The first formative observation is to be completed by approximately October 15.

5. The appraiser and teacher continue the formative phase with two more observations, following the procedures outlined above. (Reminder: All five domains must be addressed on the summative form.)

The second and third formative observations are to be completed by approximately January 15 and March.1.

All three observations and the summative form must be forwarded to Human Resources and placed in the teacher's district personnel file by approximately March 3 1.

Summative Phase

1. The appraiser conducts the Summative Conference using the Summative Conference Form (5.7).

Appraiser and teacher review the Summative Appraisal. Teachers may add comments on a reflection sheet.

2. The teacher receives a personal copy and signs the original to be forwarded to their district personnel by appraiser.

The Summative Phase must be completed by approximately March 31.

Self-Appraisal Process for Years 4,5, and 6

1. After the successful completion of three years in Formal Appraisal, the probationary teacher becomes continuing contract and begins Self-Appraisal for years four, five, and six.

2. Refer to page 3.2 for process and timelines.

Performance Appraisal System
for
Continuing Contract Staff
Continuing Contract Staff

Continuing Contract Staff are tenured teachers who will be formally appraised every four years.

Procedures with Timelines
for
Formal Appraisal

Formative Phase

1. Appraiser provides the Rubrics (4.1 - 4.1 3) for the purpose of self-assessment, and an Instruction Plan (5.2 - 5-31) to the teacher.
2. Appraiser conducts pre-conference with teacher, reviewing the Rubrics, the self-assessment, and the Instruction Plan. The date and time of the observation is established.
3. Appraiser observes teacher and completes a Formative Observation Report (5.4). The appraiser selects the domain(s) to be addressed. Teacher may be asked to complete a Reflection Sheet (6.5) before the post-observation conference.
4. Appraiser conducts post-observation conference with teacher. They establish goals for the year based on the first observation and self-assessment. The teacher receives a personal copy of the Formative Observation Report and signs the copy that will eventually be forwarded to the district personnel file by appraiser (sent in with summative).

At the conclusion of the first post-observation conference, the appraiser may choose to offer the teacher a choice of continuing with two additional observations or completing a Professional Growth Plan. The PGP may be monitored by either the Peer Review Team (7.1 - 7.4) or the appraiser (5.5 - 5.6). The appraiser gives written authorization for the PGP option.

5. If the PGP option is not selected, the appraiser and teacher will continue the formative phase with two more observations.

Portfolio Development

What is a portfolio?

A portfolio is a collection of materials that documents evidence of a teacher's knowledge and skills. A portfolio is effective when it becomes an evolving resource which documents a teacher's professional growth. The portfolio can also document student assessment and learning. Teachers need to reflect on what they have learned and how their professional practice has improved as a result.

What should a portfolio contain?

The portfolio should document a teacher's current achievement in each domain. Materials which support the acquisition of new knowledge or skills may include videotapes, audio tapes, student products, teacher's products, action research, feedback from students, parents, peers, and administrators, etc.

Should everything be kept?

No. The portfolio should be representative of a teacher's best efforts to grow professionally, promote students' learning, and improve behavior. Examples of lesson plans or student assessment instruments are adequate. Items selected for the portfolio can continually be updated and exchanged until only the most important examples of teacher or student products are included. Evidence of growth and progress may include products generated over time.

Who sees the portfolio?

The teacher and the appraiser see the portfolio. Together they discuss the evidences of new knowledge, skills, and goals.

What happens to the portfolio?

The teacher keeps the portfolio and is encouraged to continue to update it. The portfolio is shared with the appraiser during the start of each formal appraisal.