

Anoka Hennepin Education Minnesota



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Teacher Evaluation

Anoka-Hennepin Teacher Evaluation Revision: Updated April 17, 2014

With the new state law on teacher evaluation starting next year the union and district have been busy working collaboratively towards developing a plan that can be submitted to the state. It is the goal of the committee that we come up with a plan that will not only align our current evaluation and Q-comp system with the law but will make our evaluation system effective for teacher development and user friendly for both teachers and administration.

The committee has been composed of eight administration people including Sarah Kriewall, Jinger Gustafson, Jeff McGonigal, Sean Beggin, Amy Pelkey, Gwen Sherburne, Brandon Nelson, Kim Pavlovich and eight union people including Julie Blaha, Ryan McSwigan, Carrie Butorac, Todd Mensink, Laura Bratland, Kristi Weidlein, Jay Wilkins, and Tom Powers.

The state law goes into effect the 2014-2015 school year. The union and school district need to agree on a collaborative plan or we must adopt the state plan. By agreeing on a plan created locally we are able to align many things that are in place with the state law at little or no extra cost. There has been a lot of work to get prepared for the adoption of a plan. During the next month the committee hopes to have a solid plan in place.

Below you will find the different components of the evaluation law and the committee's work towards aligning to it.

Joint agreement by SB and Teacher Union - **MN Statute 122A.40, Subd. 8 (a)**

- We are currently working towards this in a very collaborative manner. It is planned to have the final agreement brought to the membership for a vote on April 22nd and 23rd.

Includes individual growth & development plan - **MN Statute 122A.40, Subd. 8 (b)(2)**

- Currently teachers do this process while on PAS with administration. While on Q-comp teachers also work on this component. This work can be done individually and/or working with a PLC.

Includes 3 year review cycle - **MN Statute 122A.40, Subd. 8 (b)(2)**

- Our district's practice has been teachers being on the PAS system every fifth year. With the adoption of Q-comp we moved to having a high-cycle with the administration every third year. This will align with the new state law.
- It is this third year that will be the summative evaluation for the teacher.

Includes 3 evaluations annually for Probationary teachers - **MN Statute 122A.40, Subd. 8 (b)(1)** 1st evaluation done within 90 days of employment - **MN Statute 122A.40, Subd. 5 (a)**

- This is our current practice and will continue to be so.

Aligned with MN Standards of Effective Practice for teachers - **MN Statute 122A.40, Subd. 8 (b)(3)**

- Our committee has looked at the current PAS system and decided to make some revisions that will still meet the state standards but will hopefully be more user-friendly. This includes moving from a majority of the teachers having 66 elements to be graded on to focusing on the 22 components.

Teacher has opportunity to participate in Professional Learning Community - **MN Statute 122A.40, Subd. 8 (a) and (b)(2)**

- This is current practice in our district.

Coordinate staff development and teacher evaluation - **MN Statute 122A.40, Subd. 8 (b)(4)**

- Currently our Q-comp program includes a job imbedded staff development component. Teachers have a chance to reflect on their practice and focus on areas that they would like to grow. These areas can be worked on with peer evaluators, peers of choice,

administrators, and PLC members.

- As evaluations continue the district and buildings will be able to see areas that can focused on with the staff development.

Includes peer coaching / review by trained observers - ***MN Statute 122A.40, Subd. 8 (a) and (b)(2)***

- Teachers will be evaluated by peer evaluator two out of three years

Two observations with evaluator

One observation with peer of choice

- Teacher will be evaluated by administrator on a high cycle third year

Two formal observation by administrator

Third observation will be from a list that includes:

Third observation by administrator

Peer evaluator observation

Peer of choice observation

Includes at least one summative evaluation performed by qualified and trained evaluator during the 3 year cycle - ***MN Statute 122A.40, Subd. 8 (b)(2) and (10)***

- When teachers are on high cycle with their administrator this will be the year they will have their summative evaluation.

Includes option for teacher to develop and present a portfolio for the summative evaluation - ***MN Statute 122A.40, Subd. 8 (b)(7)***

- Teachers may use an optional portfolio to demonstrate evidence of a level of proficiency or better on the PAS components. The portfolio format may be either electronic or in hard copy. The portfolio may include, but not limited to, items such as student work samples, teacher forms, and videos.

- Such portfolios may used as evidence for the summative evaluation or in post observation meetings with peer evaluators or administrators.

Teachers not meeting standards will have support – teacher improvement plan (TIP) – including goals / timeline and discipline if progress not made - ***MN Statute 122A.40, Subd. 8 (b)(11) and (12)***

- This is already part of our district's current practice. The committee has refined the current forms to have clear communication for teachers and administration as to differing levels of our teacher assistance plan. The three levels are labeled Support, Remediation, and Final Resolution(s). The goal is to provide clarity and support that will result in a successful conclusion, ideally that conclusion is improved practice that supports the teacher and their students.

Bases percent of teacher's evaluation on growth data from assessments that are valid, reliable, aligned to standards - ***MN Statute 122A.40, Subd. 8 (b)(8)***

- Teachers are currently working on Student Achievement Goals through Q-comp that align with the state standards. These Student Achievement Goals as the basis for the growth data required. This portion will be based on both the student achievement and teacher reflection on the assessments. This portion of the teacher evaluation counts as 35% (required by law) of the total summative evaluation. The other 65% of the teacher's three year summative is a combination of all the other factors.

Includes longitudinal data on student engagement and connection - ***MN Statute 122A.40, Subd. 8 (b)(9)***

- As a committee we decided to adopt the definition of student engagement found in the state evaluation plan.
 - o Definition: A framework for examining a student's commitment to and involvement in learning, including academic, behavioral, cognitive and affective components. Student engagement is influenced by family, peers, community, and school. Teachers can influence student engagement through their relationships with students and the relevance and rigor of their instruction.
- Longitudinal data will be collected through the three-year evaluation cycle. It can be found in a number of components in the PAS system. While working with a peer evaluator there can be evidence collected within the instructional domain.