



**St. Louis Park
Public Schools**

St. Louis Park Public Schools Teacher Development & Evaluation Plan

*was created collaboratively
by representatives of*

**E-12 Teachers, Park Association of
Teachers Leadership (PAT),
Building Principals, and School
District Leadership**



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The Statute

MN Statutes sections 122A.40 and 122A.41 define requirements for teacher evaluation. According to statute, districts must have begun evaluating teachers in school year 2014-2015.

By law, the TDE Plan must include:

- A peer review process
- A three-year review cycle
- Individual growth and development plan
- Summative evaluation by a qualified and trained evaluator
- Portfolio option
- Longitudinal data on student engagement
- Growth data for students based on valid and reliable measures
- Professional learning communities
- Staff development with coordinated evaluation
- Teacher improvement process
- Discipline for teachers not making adequate progress in the teacher improvement process

Foundational Beliefs

The foundation for building a local Teacher Development and Evaluation (TDE) plan for St. Louis Park Public Schools is grounded in our shared beliefs.

- We believe the collaborative process of developing a TDE plan will make the plan stronger.
- We believe that including student voice in the development of our plan is essential to teacher development and growth.
- We believe in continuous growth and improvement for all educators.
- We believe the evaluation process should be clear and consistent for all educators in our District.
- We believe high quality teaching with a focus on racial equity has a positive impact on student achievement and will help us in achieving our mission.
- We believe our local plan will need to be regularly reviewed and updated as professional needs in the District change.



Criteria & Components

Although principals and/or trained evaluators are encouraged to take a holistic view of the teacher during the evaluation process, a teacher's evaluation will be based on the following criteria in two main components:

Component 1: Teacher Practice and Student Engagement (65%)

- Evaluation done by principal or program supervisor, including an observation with a pre and post-observation conversation (40%)
 - Done in third year of evaluation cycle (T3)*
 - Uses a simplified version of the ATPPS observation form
2-3 pieces of evidence for each component
 - Uses Evaluative Scale
Distinguished/Proficient/Basic/Unsatisfactory
 - May include documented, informal observations done by school administrator (walk through, staff meetings, PLCs)
An informal observation must be documented if the information gathered will be included in the teacher evaluation
- Student Engagement Surveys (25%)
 - Teacher schedules a student engagement survey during a calendar window identified by the School District
 - Once per year for all teachers even if it is not her/his evaluative year
 - Survey group includes students for whom teacher is responsible
 - Survey tool will vary by age: E-2 / 3-5 / 6-12+ / ABE
 - Teacher will write a professional reflection of final survey results

* Approximately one third of the tenured teachers will be evaluated each year of the 3-year cycle.

** Student Engagement Survey results and reflections will be viewable by evaluators. Survey results are not specially rated or ranked but are considered as one of many factors when a principal or supervisor evaluates a teacher.

Component 2: Student Growth and Achievement Goals (35%)

- All goals are aligned under the District expectation of closing the achievement gap, including site/building goals and CARE Team Plan
- Scores from each year in the evaluation cycle will be considered
- All goals use baseline data each year
 - District Goal (15%) - Determined by the District
 - *Both reading and math*
 - *Provided during Data Retreat each year using District MCA - performance data*
 - Building Goal (10%) - Determined by the School
 - *Either reading or math*
 - *Based on targeted need*
 - *Principal determines targeted groups and goals with building leadership group at the Data Retreat or start of school year (may use MAP, FAST growth data)*
 - CARE Team Plan (10%) - As part of CARE Team
 - *Aligned with district and building goals or state standards*
 - *Same Care Team Plan as for ATPPS*
 - *CARE Team Plan is shared with and approved by principal in the fall*
 - *Principal will be able to see Care Team Plan, but not private coaching conversations.*



Component Ratings

Each component is given a rating for the summative evaluation by the principal. The teacher will be given one rating for Teacher Practice & Student Engagement, and one rating for Student Growth and Achievement.

| | |
|---------------------------|---|
| Distinguished (4) | Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model culturally relevant pedagogy and mentor colleagues and students. |
| Proficient (3) | Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently demonstrates reflective practice. |
| Basic (2) | Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected. |
| Unsatisfactory (1) | Evidence exists that performance is consistently below standards. Assistance and significant improvement are required. |

Teacher Support Plan

In the event a teacher receives a rating of a one or a two in parts of two domains, the principal/program administrator may initiate a Teacher Support Plan.

- The Teacher Support Plan will include assigning the teacher to repeat Year 3 of the evaluation cycle immediately the next school year.
- The Teacher Support Plan will provide additional supports for a teacher needing to show improvement in all or part of one or both of the domains.
- These additional supports may include increased professional development in the area(s) of need and opportunities for the teacher to observe other proficient or distinguished teachers.
- The Teacher Support Plan will be led by the school principal or program administrator and will be developed in collaboration with the teacher.
- In no way is the Teacher Support Plan disciplinary in action. It is about teacher growth. However, failure to engage with an agreed upon plan may lead to corrective action.



Timeline

| Tenured Staff (T1, T2, T3) | | |
|----------------------------|---|---------------------------------|
| Task | | Completed by |
| Fall | Observation Cycle #1 | December 1 |
| | Care Team Plan in PS Perform | October 31 |
| | Student engagement survey scheduled by the teacher | Within observation window |
| Winter | Observation Cycle #2 | Completed prior to Spring Break |
| | Care Team Mid-Year Check & Reflection placed in PS Perform by the teacher | February 1 |
| Spring | Observation Cycle #3 | May 15 |
| | Care Team End of Year & Reflection(s) placed in PS Perform by the teacher <ul style="list-style-type: none"> • Best Practice Reflection (optional; used for relicensure) | May 31 |
| | Student Engagement Survey Results and Reflection placed in PS Perform by the teacher | May 31 |

All tenured teachers (T1-T3) will receive three Short Observations from their administrator. These will be documented in PS Perform and will not include pre- or post-observation conferences.

Tenured teachers in the T1 and T2 cycles are not automatically scheduled to have a full or focused observation from their administrator. The administrator may add an observation, if needed. They will receive the two focused observations from their coach.

Teachers in the high cycle (T3) will receive one full observation from their administrator during the fall or winter cycle. They will also receive the two focused observations from their coach.

Each full or focused observation will include a post-observation conference and documented feedback in PS Perform.

Timeline

| Probationary Staff (P1, P2, P3) | | |
|---------------------------------|---|---|
| Task | | Completed by |
| Fall | Administrator Full Observation Cycle #1 (Coach Focused Observation) | December 1 |
| | Care Team Plan in PS Perform | October 31 |
| | Student engagement survey scheduled by the teacher | Within observation window |
| Winter | Administrator Observation Cycle #2 (Additional Coach Observation) | Goal by February 28 - before Spring Break |
| | Care Team Mid-Year Check & Reflection placed in PS Perform by the teacher | January 31 |
| Spring | Administrator Observation Cycle #3 (Additional Coach Observation) | May 15 |
| | Student engagement survey results and reflection placed in PS Perform | March 15 |
| | Care Team End of Year & Reflection(s) placed in PS Perform by the teacher | May 31 |

Each full or focused observation includes a post-observation conference and documented feedback in PS Perform.

Short observations will be documented in PS Perform but will not include pre- or post-observation conferences.

All P1, P2 and P3 educators will receive a minimum of three documented short observations from their administrators throughout the school year.

Administrators would want all observations done around April 30 so that May could be spent finishing up the evaluative paperwork.

Glossary of Terms

Full Observation: Observation of all four TDE domains including pre and post observation meetings and documented feedback in PowerSchool Perform (approximately 45-50 minutes)

Focused Observation: Observation of one agreed upon TDE domain including pre and post observation meetings and documented feedback in PS Perform (approximately 25-30 minutes)

Short Observation: Observation of one or two areas in a TDE domain (no pre or post observation meeting) with documented feedback in PS Perform (approximately 10-15 minutes)

Principals:

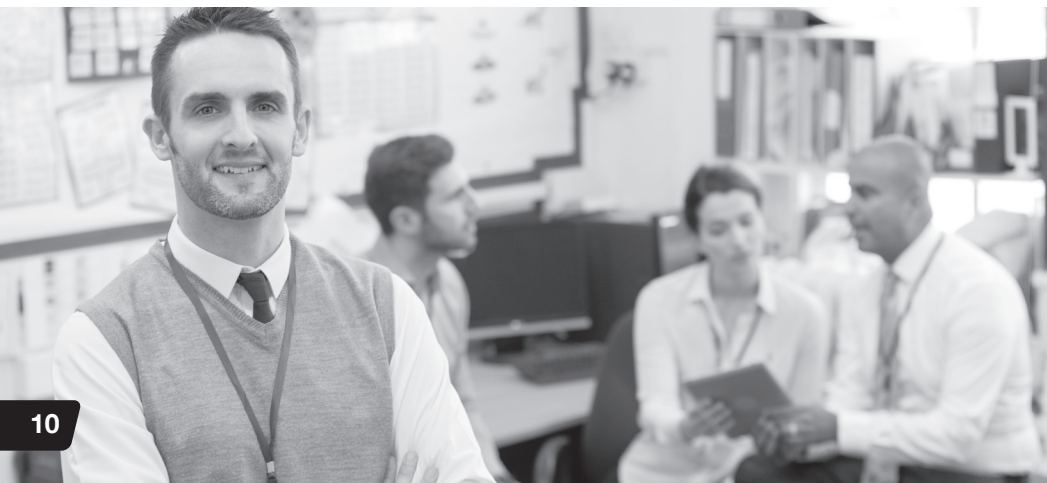
- 2 full observations and 1 focused observation of each probationary licensed staff member
- 1 full observation of each T3 licensed staff member
- 3 short observations of each licensed staff member

Coaches:

- 2 focused observations of each licensed staff member

CARE Team Responsibilities:

- Principals responsible for signing off on CARE team plans in PowerSchool Perform and for accountability of CARE teams
- Coaches are responsible for at least one peer visit/observation with CARE teams at assigned sites



Glossary of Terms

Evaluation Cycle: Three years (T1-T3 for tenured teachers).

Evaluative Year: The third year of the Evaluation Cycle for tenured teachers.

Trained Evaluator: Administrator(s) responsible for the summative evaluation.

Summative Evaluation: Final Evaluation paperwork done by the trained evaluator at the end of the three-year Evaluation Cycle for tenured teachers.

Peer Observation Cycle: The three-part cycle consisting of a pre-observation, observation and post-observation. Three cycles per year.

Peer Observers: Trained observers who are non-administrative in their job duties.

Professional Portfolio: Electronic folder within TNL for keeping observation paperwork, Professional Reflections, and Student Engagement Survey results; other artifacts may be included at teacher's choosing.

ATPPS Observation Form: Form used by Peer Observers for formal observations (Q-Comp).

CARE Team Plan (CTP): Growth and Improvement Plan written by each teacher in the fall every year.

Student Engagement Survey: Survey tool designed to measure student engagement. Differentiated tools for K-2 / 3-5 / 6-12/ABE.

Professional Reflections: A series of professional reflections done each year throughout the evaluation cycle by the teacher; reflections are shared in Professional Portfolio.

PowerSchool Perform: The District's online system for TDE, relicensure information and online PD. Truenorthlogic and its new parent company PowerSchool are going through a renaming process. You will see this change over the course of the year.

St. Louis Park Public Schools
Culturally Relevant Teacher Development and
Evaluation Rubric

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Culturally Relevant Teacher Development and
Evaluation Rubric

| I. Professionalism, Collaboration & Communication | | | | |
|--|---|--|---|--|
| Indicators | Unsatisfactory | Basic | Proficient | Distinguished |
| A. Collaboration with colleagues to improve student learning | Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning. | Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher is present but may provide minimal contributions. | Teacher collaborates and engages in reflection and inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes regularly to collaborative work. | Teacher collaborates and engages in inquiry and reflection with peers and administrators for the purpose of improving instructional practice, and student and adult learning. Teacher occasionally leads collaborative work or professional development or serves as a mentor for others' growth and development. |
| B. Communication with Parents and Guardians | Teacher rarely communicates in any manner with parents and guardians about student progress. | Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders. | Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. | Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights. |
| C. Communication with the school community about student progress | Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community. Teacher is not alert to students' needs. | Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only). Teacher's attempts to serve students are inconsistent. | Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher is active in serving students. | Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges. Teacher is highly proactive in serving students, seeking out resources when needed. |
| D. Support of School District Initiatives, Mission, Vision, and Core Values | Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide. | Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. | Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum. | Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum, working towards racial equity transformation. |

Evaluation Rubric inspired and adapted by the work of Dr. Gloria Ladson-Billings (1995), The Center of Educational Leadership (5D+), and the culturally responsive instruction observation protocol (CRIOP).

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| II. Student Academic Success | | | | |
|---|--|--|--|---|
| Indicators | Unsatisfactory | Basic | Proficient | Distinguished |
| A. Use of Summative and Formative Assessments for Student Learning | Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students. | Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s). | Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s). | Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students. |
| B. Alignment of Instruction and State Standards | Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important. |
| C. Capitalizing on Students' Strengths | Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning. | Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways and not connected to unit goals. | Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals. | Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals. Students show awareness of their own strengths and apply on these throughout the lesson. |
| D. Use of Feedback to Improve Learning | Little to no evidence of teacher to student feedback, student to teacher feedback, peer to peer feedback, or clear communication of success criteria. | Success criteria are communicated at least once in some context to students. Students use the success criteria to communicate what they have learned. Teacher provides formal and informal feedback to students throughout the lesson. | Success criteria are communicated at least once in some context to students. Students use the success criteria to communicate what they have learned. Students have ample opportunities for peer to peer feedback and opportunities to provide both formal and informal feedback to the teacher throughout the lesson. | Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they have learned. Students have ample opportunities for peer to peer feedback and opportunities to provide both formal and informal feedback to the teacher throughout the lesson. |

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| III. Cultural Competence | | | | |
|---|--|---|--|---|
| Indicators | Unsatisfactory | Basic | Proficient | Distinguished |
| A. Student Experiences Valued in Lessons | Little evidence of student experiences being valued in the classroom. Nothing more than token representation of historically marginalized communities. No evidence of students sharing their personal experiences in the classroom. | The experiences of some students are valued in the classroom and there is at least some representation of historically marginalized communities. Students may share their personal experiences in the classroom when prompted by the teacher. | The experiences of most students are valued in the classroom and there is some positive representation of historically marginalized communities. Evidence that students are given multiple opportunities to share their personal experiences in the classroom in structured peer interactions. | The experiences of all students are valued in the classroom, particularly, consistent, life-affirming representations of historically marginalized communities. Students are leading multiple opportunities to share their personal, local, and immediate lived experiences and ancestral knowledge gained. |
| B. Accessibility of Lesson to Multiple Learning Styles | Teacher does not use strategies that differentiate for individual learning strengths and needs. | Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs. | Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. | Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies. Students are given opportunities to lead lessons based on their learning styles. |
| C. Demonstrating and teaching fluency in one's own culture or race and that of another | Teacher shows no evidence of fluency in either their own culture and race or that of at least one other in the classroom. Students are not provided opportunities to demonstrate fluency in either their race and/or culture or that of at least one other in the classroom. | Teacher is working towards fluency in either their own culture and race or that of at least one other in the classroom. Students are not provided ample opportunities to demonstrate their will, skill, knowledge, and capacity for fluency in either their race and/or culture or that of at least one other in the classroom. | Teacher is able to demonstrate fluency in either their own culture and race or that of at least one other in the classroom. Students demonstrate the will, skill, knowledge, and capacity for fluency in either their race and/or culture or that of at least one other in the classroom. | Teacher examines the presence and role of Whiteness and is able to demonstrate fluency in their own culture and race and that of at least one other in the classroom. Students demonstrate the will, skill, knowledge, and capacity for fluency in their own race and/or culture and that of at least one other in the classroom. |
| D. Classroom culture of collaboration and respect (Ubuntu) | Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions. | Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others. | Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. | Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated. |

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| IV. Critical Consciousness | | | | |
|--|--|--|---|--|
| Indicators | Unsatisfactory | Basic | Proficient | Distinguished |
| A. Inquiry Based Learning | Learning activities are not appropriate to students or to instructional outcomes and are not designed to engage students in active intellectual activity. Learning activities do not appropriately reflect ethnic and racial diversity. Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. | Only some of the learning activities are appropriate to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Learning activities partially reflect ethnic and racial diversity. Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | All of the learning activities are appropriate for students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. Learning activities appropriately reflect ethnic and racial diversity. Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | Learning activities are highly appropriate for diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Learning activities appropriately reflect ethnic and racial diversity. All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| B. Application to Socio-Political Opportunities | Students are not provided opportunities to understand the purpose behind activities that could have potential for greater critical consciousness. | Students are engaged in clearly communicated, purposeful pedagogy that has the potential to better the community and develop critical consciousness. | Students are engaged in clearly communicated, purposeful pedagogy and leadership opportunities that interrupt the status quo and the community and the development of an anti-racist democracy. | Students are engaged in authentic assessment, clearly communicated, purposeful pedagogy, and leadership opportunities that interrupt the status quo and allow for betterment of self, the school community and the development of an anti-racist democracy. |
| C. Amplification of Student Voice and Choice | Talk is dominated by the teacher and/or student talk is unrelated to the discipline. | Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking. | Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. | Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others. |
| D. Application of Racial and Cultural Literacy | Teacher led conversations that are devoid of racial and cultural literacy. | Curriculum and Pedagogy indicates cursory knowledge and potential for application of racially conscious terminology and culturally specific knowledge. | Curriculum and Pedagogy indicates opportunities for higher order thinking and application of racially conscious terminology and culturally specific knowledge. | Curriculum and Pedagogy indicates higher order thinking and application of racially conscious terminology and culturally specific knowledge. Students lead these conversations and can demonstrate fluency and expansion of ideas connected to content-specific curriculum. |

Online TDE Process

Please refer to District website (www.slpschools.org) under the Human Resources Employee Training tab.

TDE forms and process are now in an online system at <https://slpschools.tedk12.com/perform>

- Observation Form for Peer Observers
- Observation Form for Evaluators
- CARE Team Plan (CTP) Form and Reflection
- Student Engagement Survey Tool & Reflection

Resources

<https://slpschools.tedk12.com/perform>

www.education.state.mn.us/MDE/dseedev/

www.educationminnesota.org/

Contact Information


- Your Building Principal or Site Administrator
- HR Staff for (PS Perform or Professional Learning) help
- Director of Research & Assessment for Student Survey help
- ATPPS Coordinator for ATPPS items (see grid on page 11)
- Director of Human Resources
- PAT President

Comparison of TDE and ATPPS Components

| | TDE Component | ATPPS Component |
|--|---|---|
| Coach Observation | X | X Coaches provide two focused observations and a short observation of all licensed staff |
| CARE Team Plan | X | X |
| Student Engagement Survey and Reflection | X | |
| Principal or Administrator Observation | X <ul style="list-style-type: none"> • Probationary receive three full observations all three years • Tenured staff receive one full observation and two focused observations in T3. | |
| District Goal | X | |
| Building Goal | X (same goal as ATPPS) | X |



Teacher Development & Evaluation Plan



The TDE committee will continually monitor and evaluate the effectiveness of this plan and periodically update it as needed. As much as possible, all edits will take place at the conclusion of each school year. The committee will be comprised of representatives from the District and PAT membership, including Director of Teaching & Learning, Director of Human Resources, Director of Research & Assessment, ATPPS Coordinator, and PAT President.



**St. Louis Park
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