

TEACHER EVALUATION PROGRAM ADMINISTRATIVE PROCEDURES

The goal of the Bemidji School District Evaluation Program is to improve teaching and learning.

All teachers will be involved in the Bemidji Teacher Evaluation Program.

Continuing Contract Teachers

Continuing Contract Status:

There are three categories for continuing contract status:

1. Continuing contract teachers on the Growth Plan Program.
2. Teachers on Formal Evaluation.
3. Continuing contract teachers on Technical Assistance.

Continuing Contract Teachers on Growth Plan:

Most continuing contract teachers will be involved in the development and implementation of Growth Plans monitored by their peers and their building principals.

1. Continuing contract teachers on Growth Plans will be evaluated once every four years. This will be one informal visit with written feedback by the building principal.
2. The central element for continuing contract teachers is the development and implementation of growth plans. Growth plans may be developed by individual teachers or teams of teachers. (Example: department, pods, interest.) The plans will be completed during the cycle and could be active for up to four years. The teachers on cycle will meet with the building peer review committee to get feedback relative to the implementation of their growth plan.

Continuing Contract Teachers on Formal Evaluation:

1. The building principal will monitor any teacher who needs formal evaluation. These teachers will have a minimum of two formal visits. The observing principal will provide the teacher with written feedback and recommendations to improve performance. When performance does not improve to the satisfaction of the principal, the teacher will be placed in a peer mentoring program and/or technical assistance.
2. The principal and the teacher will select the teacher's colleagues to complete an anonymous staff survey for teachers on the formal evaluation cycle. The intent of this survey is to provide valuable feedback to help teachers improve their teaching performance. (Appendix A)
3. Student surveys will be used with teachers on formal evaluation. (Appendix B1 & B2)

Continuing Contract Teachers on Technical Assistance

1. When all other efforts to improve performance have been exhausted, teachers will be placed on technical assistance. This is a program of stepped-up assistance that involves short-term goal setting (six weeks), review sessions to evaluate the success of the short term goals, and the setting of new goals. After a period of time (not to exceed one year), the teacher will return to the cycle or be issued a letter of deficiency. (A legal letter that may lead to termination.)

Probationary Teachers

Teachers new to the Bemidji School District must understand that they will not be given continuing contract status unless they can demonstrate highly effective teaching performance.

1. If teachers have taught in another Minnesota school district for three years, they have one school year to complete the quality teaching plan to earn continuing contract. If they are new to the school district and new to the state of Minnesota, they have three years to develop this plan to earn continuing contract.
2. At any time during the probationary period, the school district will make an important decision as to whether or not to grant continuing contract. To grant continuing contract means the school district is making a judgment that the teacher will be a highly effective teacher. It is one of the most important decisions the district will ever make.
3. If the district feels the teacher is not demonstrating quality teaching performance, there will be no hesitation to tell the teacher that the district is going to terminate employment and seek a more highly qualified teacher.
4. Each probationary teacher will be evaluated three times per year by the building principal. These visits will be a combination of formal visits and assessment of the teacher's quality teaching plan. There will be a final assessment of this plan prior to the teacher receiving continuing contract status.

Probationary Schedule for Developing a Quality Teaching Plan

Year One: Develops the skill of designing effective lesson plans which incorporate the district curriculum. (Appendix C)

Year Two: Develops skill in designing lesson plans which incorporate the graduation standards/performance packages.

Year Three: Develops personal professional Quality Teaching Plan.

Some Important Areas of Effective Teaching

1. Teaches to the curriculum/graduation standards.
The Bemidji School District has learner outcomes for each subject and each grade level. This is the basic framework of the Quality Teaching Plan along with the Minnesota Graduation Standards. Teachers must become familiar with both of these documents as soon as they sign their contract.
2. Knows subject matter.
Teachers will teach to the district/state standards. The goal is to demonstrate that teachers know the subject area and can demonstrate that students are learning.
3. Knows teaching strategies and assessment.
Some examples include: pre-/post-test data, samples of student work, portfolios, and/or technology.

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BEMIDJI, MINNESOTA**

IDEAS TO BUILD GROWTH PLANS

As part of the teacher evaluation plan, a large percentage of our staff will be involved in developing and implementing a growth plan. This plan can be done individually, by departments or parts of departments, by pods, or simply by more than one teacher who has a similar interest. Each school will develop a peer review process that includes a peer review committee. This team of staff will meet periodically to review the growth plans and give feedback on the plan. Growth plans must include components which are not already part of a teacher's regular mode of operation. Following are some examples of what teachers might do:

1. Uses pre-/post-test data.
2. Surveys students, parents, community.
3. Makes a video.
4. Provides writing samples.
5. Publishes writing from student or staff.
6. Demonstrates effective lesson planning.
7. Develops new teaching material.
8. Creates art objects.
9. Writes a musical score.
10. Writes a play.
11. Writes a textbook for a subject.
12. Utilizes the community in a unique way.
13. Uses volunteers in a unique way.
14. Provides follow-up studies of students who leave.
15. Provides feedback from recent graduates as a method to improve instruction.
16. Shares an instructional technique.
17. Surveys student attitudes about the class.
18. Writes performance packages.
19. Holds workshops for parents on how to help students with reading or math at home.
20. Creates instructional packages for parents to use at home.

Many of the above could be a plan or components of a plan. This plan will take place over a period of one year so considerable thought must go into the development of the plan.

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FORMAL PERFORMANCE APPRAISAL

Licensed Staff _____ Class Observed _____

Grade _____ Period _____ Date _____ Building _____

Status (check) Probationary Yr 1 Yr2 Yr3 Observation Number _____ Continuing Contract

1 2 3 4 5 N/A
(High)

I. Planning for Student Learning

_____	_____	_____	_____	_____	_____	A. Displays knowledge of subject matter.
_____	_____	_____	_____	_____	_____	B. Demonstrates ability to relate the content to other disciplines.
_____	_____	_____	_____	_____	_____	C. Plans lessons that are aligned with student outcomes.
_____	_____	_____	_____	_____	_____	D. Diagnoses individual learner needs and designs appropriate instruction.
_____	_____	_____	_____	_____	_____	E. Includes a variety of assessment strategies which are congruent with outcomes and instruction.
_____	_____	_____	_____	_____	_____	F. Understands applicable School Board policies.
_____	_____	_____	_____	_____	_____	G. Applies appropriate state and federal rules and regulations regarding exceptional learners.

Comments:

1 2 3 4 5 N/A
(High)

II. Creating an Environment For Student Learning

_____	_____	_____	_____	_____	_____	A. Demonstrates enthusiasm and empathy in teaching students.
_____	_____	_____	_____	_____	_____	B. Uses a variety of management strategies to create a positive learning environment.
_____	_____	_____	_____	_____	_____	C. Demonstrates ability to implement conflict-resolution strategies with students.
_____	_____	_____	_____	_____	_____	D. Demonstrates an understanding of diversity and sensitivity to other cultures.

Comments:

1 2 3 4 5 N/A
(High)

III. Teaching for Student Learning

___	___	___	___	___	___	A. Effectively implements the lesson plan.
___	___	___	___	___	___	B. Effectively implements principles of instruction.
___	___	___	___	___	___	C. Communicates effectively with students in the classroom.
___	___	___	___	___	___	D. Develops inquiry skills with parents.
___	___	___	___	___	___	E. Integrates technology into curriculum and instruction.
___	___	___	___	___	___	F. Recognizes and responds to individual differences in students.
___	___	___	___	___	___	G. Includes a variety of instructional strategies

Comments:

1 2 3 4 5 N/A
(High)

IV. Professionalism

___	___	___	___	___	___	A. Demonstrates effective communication skills.
___	___	___	___	___	___	B. Interacts effectively with students.
___	___	___	___	___	___	C. Interacts effectively with staff, parents, and the school community.
___	___	___	___	___	___	D. Demonstrates a commitment to continuous learning and improvement.
___	___	___	___	___	___	E. Practices the principles, ethics, and legal responsibilities of teaching as a profession.
___	___	___	___	___	___	F. Demonstrates a willingness to learn about and implement the Minnesota Graduation Standards.
___	___	___	___	___	___	G. Involved in school-wide projects.

Comments:

SHORT TERM GOAL(S)

(To be filled in at the conference after discussion and mutual agreement between principal/supervisor and licensed staff.)

LICENSED STAFF COMMENTS

(A licensed staff member may attach a response form to this form. This response should be sent to the Personnel Office to become part of his/her permanent record.)

OBSERVER'S COMMENTS

Teacher's Signature

Date

Principal's Signature

Date

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STAFF SURVEY/SELF EVALUATION

	Excellent	Acceptable	Improvement Needed	Unable to Comment
Technical Quality				
Knows subject area.....				
Knows teaching strategies.....				
Knows how to assess.....				
Supports diversity.....				
Identifies and teaches to learning styles.....				
Comments:				

Quality of Service				
Communicates well with students and parents.....				
Exhibits a caring attitude.....				
Respectful of the needs of parents and students.....				
Exhibits genuine enthusiasm for teaching.....				
Comments:				

Practice Management Skills				
Accurate completion of student needs and appointments...				
Uses effective lesson planning.....				
Provides effective lessons for substitute teachers.....				
Comments:				

Resource Utilization				
Knows how to access education information				
Knows how to use technology to access/deliver information				
Utilizes outside resources.....				
Comments:				

Peer/Team Relationships				
Cooperates with peers and staff.....				
Courteous and respectful.....				
Work collaboratively with peers and staff.....				
Participates on school and district projects.....				
Comments:				

Organizational Commitment				
Participates in efforts to improve educational quality.....				
Personally and professionally supportive of education.....				
Comments:				

General Comments: (Additional space on back)

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STUDENT SURVEY I

We all want the Bemidji School District to be of high quality. No one in the district is more interested in your well-being than your teacher. With this as our goal, we want you to fill out the following questionnaire.

(Check One)

Yes No

- ___ ___ 1. I learned a lot in this course.
- ___ ___ 2. I was treated with respect in this class.
- ___ ___ 3. My teacher had discipline so it was easy for me to learn.
- ___ ___ 4. My teacher was prepared for this class.
- ___ ___ 5. I feel this class was free from harassment and discrimination by other students.
- ___ ___ 6. I feel this class has prepared me for the classes that I have yet to take as well as a future career.
- ___ ___ 7. I believe my teacher cares for me.
- ___ ___ 8. The work I was asked to do was helpful in my learning.
- ___ ___ 9. I would take another class from my teacher if I had an opportunity.

Comments:

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STUDENT SURVEY 2

Please react to the following statements by circling the number which corresponds to how you feel about this class.

	I agree		I disagree		
1. Directions are clearly given.	5	4	3	2	1
2. Grading is done fairly.	5	4	3	2	1
3. There is adequate time to complete assignments.	5	4	3	2	1
4. New ideas are accepted.	5	4	3	2	1
5. I have a chance to express myself.	5	4	3	2	1
6. The teacher gives extra help when needed.	5	4	3	2	1
7. The teacher knows the subject.	5	4	3	2	1
8. The subject is interesting.	5	4	3	2	1
9. The subject is not my favorite but the teacher makes it interesting.	5	4	3	2	1
10. I have learned a lot in this class.	5	4	3	2	1

11. Please complete the following sentence: My favorite assignment was

12. Please complete the following sentence: If I taught the class I would

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DAILY LESSON DESIGN

Name _____

Class _____ Date _____

Unit _____ Lesson _____

Identify Related District Outcomes _____

1. Objectives _____

2. Materials _____

3. Procedure _____

4. Evaluation of Students _____

5. Evaluation of Lesson _____

Definitions

1. **Peer Review Process:** A process used by teachers and principals for monitoring teacher growth plans.
2. **Growth Plan:** Personal plan to improve teaching monitored by the building principal and/or the Peer Review Process.
3. **Quality Teaching Plan:** The performance plan for probationary teachers.
4. **Cycle:** A teacher is scheduled to be evaluated once every four years.
5. **Informal:** A supervising principal observes a teacher's performance and provides written feedback.
6. **Formal Visit:** A structured observation by the building principal to assess the quality of the teacher's performance.
7. **Technical Assistance:** A process the district has established to correct ineffective teaching. (The technical assistance manual is available in the district office.)