



The Teacher Development, Evaluation, and Peer Support Model

Contents

The Teacher Collaboration, Growth, and Evaluation Model.....	2
Component One: Teacher Practice	4
Performance Standards for Teacher Practice and Rubric	6
Component Two: Student Engagement.....	6
Component Three: Student Learning and Achievement	7
Student Learning Goals	8
Three-Year Professional Review Cycle	12
Performance Level Ratings and Expectations	13
Development and Evaluation Activities in the Process.....	15
Points of Contact.....	15
Individual Growth and Development Plan.....	21
Self-Assessment and Peer Review	23
Teacher Portfolio (<i>Optional</i>)	23
Summative Evaluation	24
Roles in the Process.....	25
Teacher	25
Peer Reviewer(s)	26
Summative Evaluator	27
Professional Learning Community.....	28
District.....	28
Minnesota Department of Education	28
Summative Evaluation	29

The Teacher Collaboration, Growth, and Evaluation Model

There are three components of the Model, represented by the triangle in the middle of **Figure 1**. They are 1) teacher practice, 2) student engagement, and 3) student learning and achievement. **Figure 1** illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities.

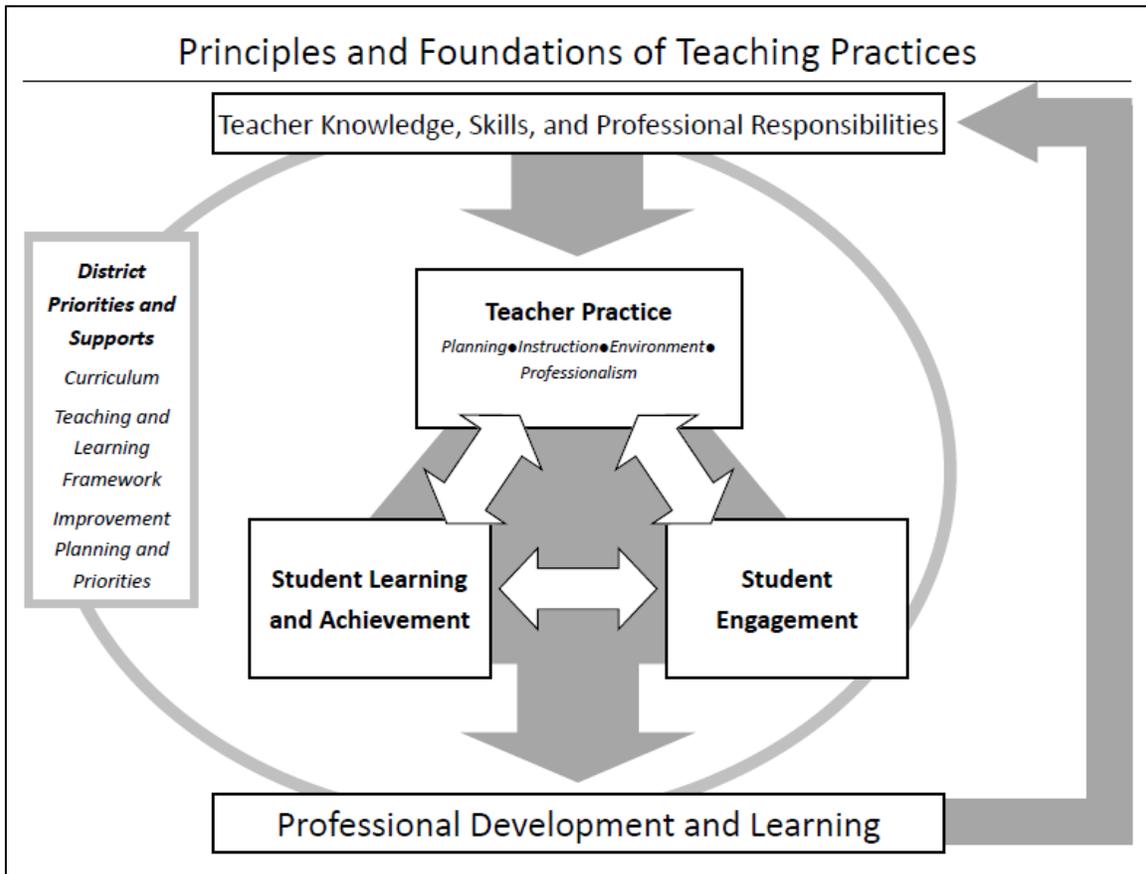


Figure 1: Principles and Foundations of Teaching Practices

A teacher approaches her work with knowledge, skills, and professional responsibilities. Teacher practice is derived from the teacher’s knowledge, skills, and responsibilities. Teacher practice includes planning, instruction, environment and professionalism.

A teacher’s practice has influence on and is influenced by the engagement of students and their learning and achievement. Engaged students experience greater achievement and high achieving students are also engaged, so there is a mutual relationship between the student outcomes of achievement and engagement as well.

The triangle formed by teacher practice, student engagement, and student learning and achievement represents a relationship between teacher actions and student outcomes. Teacher practice, student engagement, and student learning and achievement are the major

components of this model. Teachers, peers reviewers, and summative evaluators measure teacher practice and student outcomes in order to help teachers improve their craft and to evaluate teacher effectiveness.

What a teacher learns through studies of practices and of students' outcomes identifies areas to learn and grow and feeds professional learning. Professional growth activities increase the teacher's knowledge, skills, and professional responsibilities, thus improving her practice and students' outcomes. All of this growth and evaluation activity happens within a broader framework of district and school priorities and support.

Table 1 defines each of the three model components, identifies model activities used to measure each component, and shows the weighting of each component in a teacher's final performance rating. The definitions, measures, and weights are explained in greater detail in the STATE TEACHER MODEL_Implementation Handbook on the [educator evaluation website](#).

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	By 4 domains—planning, instruction, environment, and professionalism—in the Performance Standards for Teacher Practice and each domain’s associated indicators and elements.	Using the Minnesota Performance Standards for Teacher Practice rubric and evidence gathered from <ul style="list-style-type: none"> • Points of Contact; • Self-Assessment and Peer Review; • Teacher Portfolio (<i>Optional</i>). 	45%
Student Engagement	As “an organizing framework for examining a student’s commitment to and involvement in learning, which includes academic, behavioral, cognitive and affective components. It is influenced by the context of family, peers, community and school. Within the classroom, teachers can influence student engagement through their relationships with students, and the relevance and rigor of their instruction.”	Using results of a student survey for 15 percent For 5 percent, using evidence gathered from <ul style="list-style-type: none"> • Points of Contact; • Self-Assessment and Peer Review; • Teacher Portfolio. (<i>Optional</i>) 	20%
Student Learning and Achievement	As “student outcomes as measured by the assessments that have the highest levels of confidence and commonality”	According to a teacher’s teaching assignment, using combinations of <ul style="list-style-type: none"> • Teacher value-added data; • Class student learning goal results; • Target need student learning goal results; • Shared performance goal results. 	35%

Table 1: Components of the Collaboration, Growth, and Evaluation Model

Component One: Teacher Practice

The teacher practice component includes teacher activities that impact student outcomes. These teacher practices are defined as four domains by the Performance Standards for Teacher Practice—planning, environment, instruction and professionalism. Each domain is broken into indicators of practice, and those indicators are further subdivided into elements that define skills and expectations in each domain area.

Domain 1: Planning

Indicator A: Aligns learning targets with standards and student data inform planning

- i. Plans units and lessons effectively
- ii. Selects learning targets and activities
- iii. Applies content knowledge and understanding of how students learn
- iv. Uses student data to inform planning

Indicator B: Uses content, resources and student knowledge to design coherent instruction

- i. Designs coherent instruction
- ii. Creates interdisciplinary and extended learning experiences
- iii. Uses available resources and technology
- iv. Designs culturally relevant instructional strategies

Indicator C: Plans for assessment and differentiation

- i. Plans formative and summative assessments
- ii. Plans for differentiation

Domain 2: Environment

Indicator A: Creates a respectful classroom culture of trust, safety and high expectations

- i. Creates a safe learning environment
- ii. Establishes a culture of learning
- iii. Creates a culture of persistence

Indicator B: Establishes and maintains clear expectations for classroom and behavior management

- i. Establishes and maintains classroom routines and procedures
- ii. Monitors and provides feedback on student behavior

Domain 3: Instruction

Indicator A: Communicates learning targets and content effectively

- i. Uses content knowledge to promote learning
- ii. Communicates learning targets and content

Indicator B: Facilitates activities and discussions that promote high cognitive engagement

- i. Uses instructional strategies to engage students
- ii. Uses questioning and discussion techniques
- iii. Uses appropriate pacing and structure

Indicator C: Uses varied assessment techniques to advance student learning

- i. Uses formative assessments to inform instruction
- ii. Provides feedback to advance learning
- iii. Promotes student self-assessment

Domain 4: Professionalism

Indicator A: Reflects on teaching practice

- i. Uses self-reflection to improve instruction
- ii. Uses feedback to improve instruction
- iii. Plans for professional growth

Indicator B: Engages in professional development

- i. Plans units and lessons effectively
- ii. Participates in professional development
- iii. Collaborates with colleagues
- iv. Contributes to school and district culture for learning

Indicator C: Maintains professional responsibilities and communicates with families

- i. Adheres to standards of ethical conduct
- ii. Maintains accurate records
- iii. Completes tasks in an organized and efficient manner
- iv. Communicates with families
- v. Understands the cultural and linguistic backgrounds of students, their families and the community

Performance Standards for Teacher Practice and Rubric

The Performance Standards for Teacher Practice are used by a teacher, a summative evaluator, and a peer reviewer(s) to measure teacher practices against a standard definition, and a rubric establishes performance levels for practices. Several evaluation activities including points of contact, the Individual Growth and Development Plan, and the self-assessment and peer review reference the performance standards when documenting evidence or offering feedback. [Download a copy of the Performance Standards for Teacher Practice Rubric here.](#)

Component Two: Student Engagement

Student engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. **Figure 2** shows the definition of student engagement along with influences and outcomes.

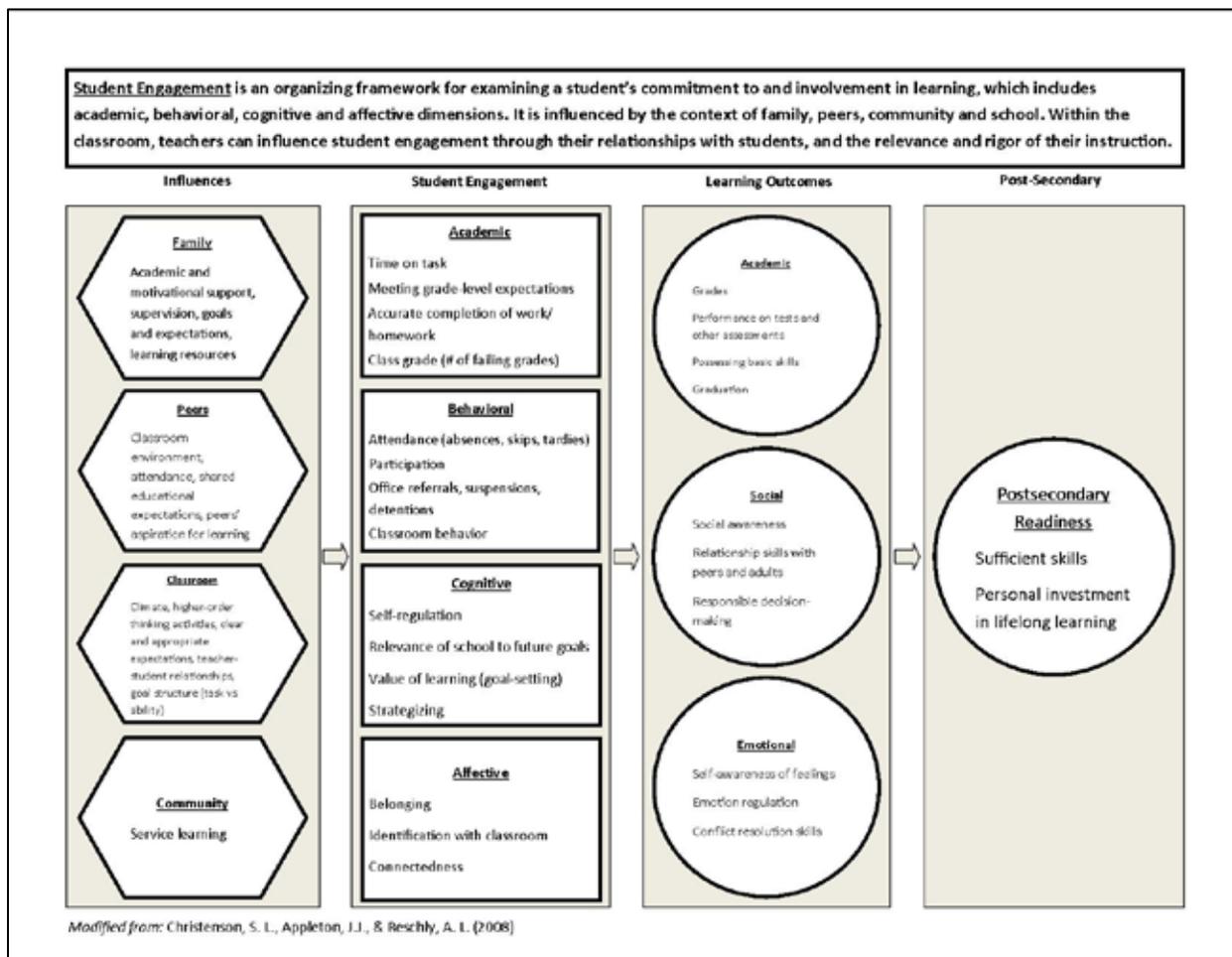


Figure 2: Definition of Student Engagement

If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students will be engaged at high levels.

Two groups of evidence—a student engagement survey and other evidence of student engagement—make up the student engagement component. To designate the component rating, an assigned summative evaluator uses longitudinal data from a student engagement survey and other evidence of student engagement. Survey results determine 15% of the final performance rating and the other measures of engagement determine 5%.

Component Three: Student Learning and Achievement

Student learning is a main driver of an effective teacher's practices. A great teacher continually assesses student achievement against standards and uses results to modify his practice, to intervene when students struggle, and to differentiate instruction.

Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth measures.

The Model measures student growth using value-added measures when available. Student learning goals are used to measure student learning and achievement in grade levels and subject areas where value-added data are not available. In addition, a shared performance goal is incorporated for all teachers.

Student Learning Goals

A student learning goal is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes

- The student population or sample included in the goal;
- The standards the student learning goal will align with;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the goal;
- The expected student growth (or outcomes);
- The rationale for the expected student growth.

The student learning goal process reinforces best teaching practices and encourages educators to ensure that their students are meeting grade level expectations and will be college- and career-ready. Teachers using best practices already follow an informal process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the student learning goal process provides teachers with ways to formalize their teaching practice, and give input on how student learning will be measured and how a teacher will be evaluated.

The student learning goal process meets the statutory requirement for “state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.”

For the Model, a teacher in in group two or three sets one to two student learning goals—a class goal and/or a targeted need goal, depending on the teacher group—for the student learning and achievement component. A teacher in group one does not set a student learning goal. More information about teacher groups is in the implementation handbook for the model.

All teachers will have a shared performance goal set by the school leadership team and principal. This goal measures the student outcomes of the entire building or program.

A class goal is a long-term academic achievement goal or learning objective aimed at a *broad group of learners* (such as third grade social studies, 4th period English, or a counselor's caseload).

A targeted need goal is a long-term academic achievement goal or learning objective aimed at a *specific group of learners* within a teacher's class, course, or program who are achieving below expectations (such as six students in a teacher's third grade class who are struggling to read,

three students in a counselor's caseload who are failing high school algebra, or two adults in a parenting class who are having difficulty disciplining their children). This goal allows a teacher to focus on the type of content or skill that these targeted students need most. Unlike the class goal, which applies to all learners across multiple levels of preparedness, a teacher chooses a single goal for learners at a low level of preparedness and is evaluated to the extent to which she meets this goal. The class and targeted need goals must

- Address one or more state standards (or local standards where state standards do not apply) covered by the teacher for that class, course, or program
- Reflect the identified student needs
- Be specific and measurable
- Be based on available baseline student learning data

The class and targeted need goals are designed to measure a teacher's direct impact on the achievement of groups of students within the classroom and the classroom as a whole.

A shared performance goal is a student outcome goal for a *whole student population* (such as all students in a school or program). This goal is meant to directly align with school-wide goals developed by the leadership team and principal of a building. The shared performance goal must

- Support one or more state standards including common core standards or college-career readiness standards
- Reflect student needs
- Be specific and measurable
- Be based on available baseline student data

This must be a student-outcome goal (i.e. our graduation rates will increase from x to y or our school performance on the MCA will increase from x to y), and may not be a teacher-outcome goal (i.e. teachers will begin implementing RTI).

An individual teacher's impact on school-wide performance is difficult to assess but the inclusion of a shared performance goal addresses the variety of teaching assignments by using a measure for which schools or groups of teachers share responsibility. Greater collaboration is expected as teachers work together to improve school-wide results.

High-Quality Student Learning Goals

High-quality student learning goals must state which students are included in the learning goal, the standards assessed, how growth will be measured over what time period, and why that level of growth should be expected of those students. High-quality student learning goals include the following:

- *The student population or student subgroup included.* As much as possible, every student should be covered by at least one goal to ensure that no group of students is overlooked.
- *The standards the goal addresses.* Goals should link to specific state standard(s) for the grade or content area. If state standards are not available for a teacher's grade or content area, then national or professional standards must be used.

- *The assessment(s) used.* The goal should include assessments both to track student progress and make midcourse corrections (formative), and to indicate if the goal was achieved or to what extent the goal was achieved (summative). Guidance for choosing and approving assessments is provided to ensure that all teachers utilize assessments that to the greatest extent possible. Appropriate assessments
 - Are aligned to content standards
 - Assess student growth across a wide range of performance levels
 - Are valid, reliable, and specific
 - Capture proficiency as well as true mastery of skills, including higher-order thinking skills
 - Provide data that can, as much as possible, be attributed directly to teacher efforts
 - Include the potential for accommodations and modifications when appropriate
- *The period of time covered by the goal.* The goal should note the period of instruction used to meet the goal (i.e., quarter, semester, entire year); this period of instruction would typically be the length of the course or time with the group of learners. Depending on the length of the instruction period, a teacher also should include time frames for mid-year assessments of progress so that he can adjust instruction or, in some cases, modify goals as needed.
- *The expected student growth within that period.* The target for student growth should be realistic yet challenging. It also should include how growth will be measured.
- *The rationale for the expected student growth.* High-quality goals include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon baseline assessment data, student outcomes, and curriculum standards.

High-quality student learning goals specify measurable goals that are ambitious, yet attainable. Student learning goals should be broad enough to represent the most important learning or overarching skills, but narrow enough to measure. When possible, learning goals should align with Minnesota Academic Content Standards or the Common Core State Standards. If the neither apply to the subject area, teachers should use applicable national or professional standards. Student learning goals should align with and support school and/or district goals and priorities.

This model identifies three student learning goals—class, targeted need, and shared performance. Table 2 shows how each of the three types of goals meets the requirements of a high-quality student learning goal.

	Class Goal	Targeted Need Goal	Shared Performance Goal
--	------------	--------------------	-------------------------

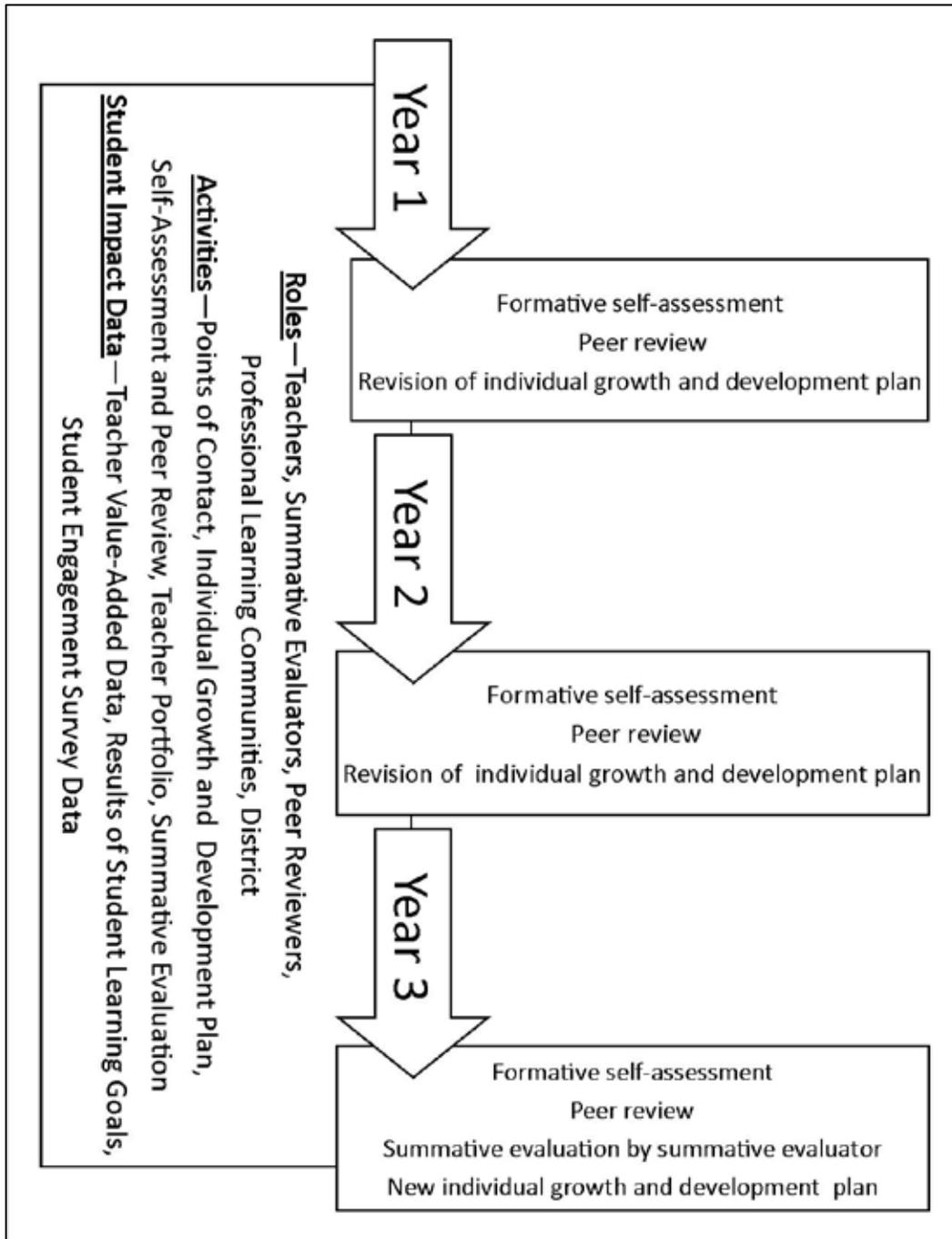


Figure 3: The Three-Year Professional Review Cycle

The roles, activities, and student impact data that span all years of the professional review cycle are outlined below and further in the complete implementation handbook.

Performance Level Ratings and Expectations

A teacher receives a summative evaluation at least once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a

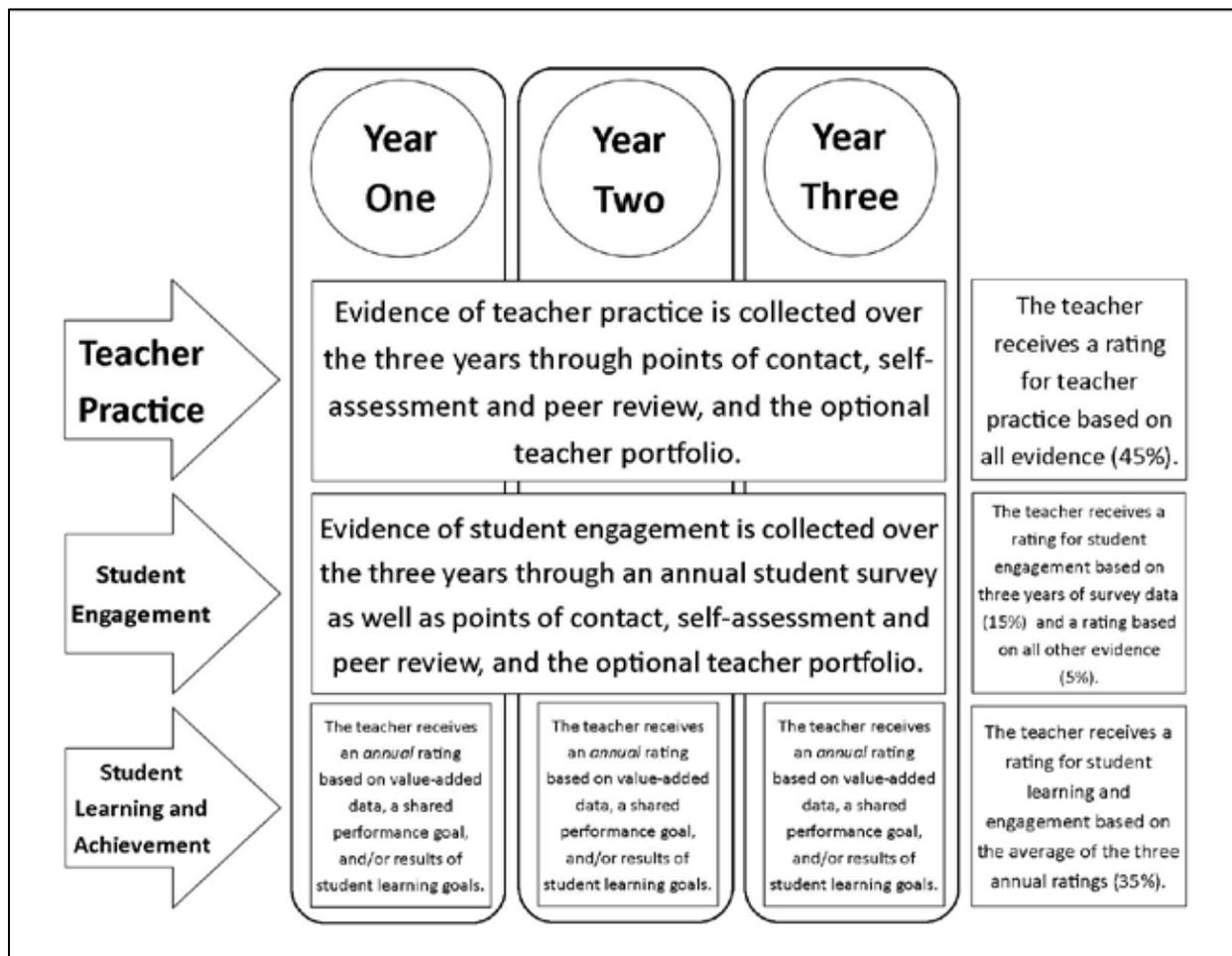


Figure 4: Components of the Final Performance Rating

Detailed processes for determining the ratings for each of the three components and for determining the final performance rating can be found in the complete model handbook.

Development and Evaluation Activities in the Process

Points of Contact

Points of contact are “defined opportunities for a summative evaluator and a peer reviewer(s) to gather evidence for evaluation and to provide feedback to a teacher for growth and development.” Every point of contact provides opportunity for feedback in the areas of teacher practice as well as the impact of those practices on student learning and engagement. Points of contact include classroom observations and other activities that support a teacher’s growth and evaluation. Every year of the three-year professional review cycle, a teacher defines multiple points of contact through his Individual Growth and Development Plan.

All points of contact *must* be

- Face to face—Every point of contact must include an in person, two-way conversation at which evidence collected and feedback on teacher practice and student impact is shared and discussed. Conversations may be formal, lengthy, scheduled conferences or more informal and concise. Conversations must take place within two school days of the point of contact activity.
- Documented—Every point of contact must be documented using a Points of Contact Documentation form. The documentation may be as detailed or as concise as required to reflect evidence collected and feedback on teacher practice and student impact and to summarize the face-to-face conversation. Documentation is completed by a summative evaluator or peer reviewer(s) within two school days and shared with a teacher.
- Grounded in a teacher’s Individual Growth and Development Plan and/or the Performance Standards for Teacher Practice—Point of contact evidence and feedback should inform a teachers’ ongoing implementation of his plan. Documentation should be directly tied to the Performance Standards for Teacher Practice as well as student learning and engagement.

NOTE: As part of the Model guidelines, an assigned summative evaluator must

- *Annually review a teacher’s Individual Growth and Development Plan*
- *Annually review and approve student learning goals and associated assessments, if applicable*
- *Annually evaluate student learning goals progress and outcomes, if applicable*
- *Annually review the self-assessment and summary of the peer review process*
- *Complete the summative evaluation and assign a summative performance rating at least once every three years*

These activities are not considered points of contact for a summative evaluator.

NOTE: As part of the Model guidelines, a peer reviewer(s) annually facilitates the self-assessment and summary of the peer review process and documents a summary report. These activities are not considered points of contact for a peer reviewer(s).

Required Points of Contact

Points of Contact are critical activities in both the Individual Growth and Development Plan and the review cycle. As part of the three-year cycle, a summative evaluator or a peer reviewer(s) gathers evidence and offers feedback through multiple required points of contact.

Each year, a teacher defines a minimum number of specific points of contact through which evidence of practice and impact on students is gathered and feedback is offered. A teacher annually defines points of contact through his Individual Growth and Development Plan. Points of contact selected by a teacher define the role of the peer reviewer(s) and should support the focus and goals of the plan. The intent is for a teacher to own his professional growth as well as to require the summative evaluator to offer feedback throughout a teacher’s career.

In addition, required points of contact that are not defined by a teacher exist in the three-year cycle. Some of the assigned summative evaluators’ points of contact are attached to classroom

observations. Others include options for collecting evidence and feedback in areas outside the classroom. A summative evaluator must conduct at least one formal observation cycle in the summative year of a teacher’s three-year cycle. A summative evaluator is encouraged to define and conduct additional points of contact activities beyond the required minimums to gather additional evidence and offer additional feedback.

For a *continuing contract/tenured teacher*, the required types of points of contact and *minimum* number of points of contact during the three-year professional review cycle are listed below. In total a summative evaluator conducts a minimum of 11 points of contact for a continuing contract/tenured teacher during the three-year cycle, with 6 being defined by the teacher.

	Minimum Points of Contact with a Summative Evaluator <i>Teacher Defined</i>	Minimum Points of Contact with a Summative Evaluator <i>Required and Summative Evaluator Defined</i>	Minimum Points of Contact with a Peer Reviewer(s) <i>All Teacher Defined</i>
Year One	2	Total of 5 over the Three-Year Cycle	3
Year Two	2		3
Summative Year	2		3
Point of Contact Activities	<p>A teacher may define the minimum number of points of contact with a summative evaluator as...</p> <ul style="list-style-type: none"> • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference 	<p>A summative evaluator must conduct points of contact that include...</p> <p>1 Formal Observation Cycle in the Summative Year</p> <hr/> <p>2 points of contact from the following options:</p> <ul style="list-style-type: none"> • Formal Observation Cycle • Series of Informal Classroom Observations <hr/> <p>2 points of contact from the following options:</p> <ul style="list-style-type: none"> • Extended Classroom Observation 	<p>A teacher may define the minimum number of points of contact with a peer reviewer(s) as...</p> <ul style="list-style-type: none"> • Formal Observation Cycle • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference

Minimum Points of Contact with a Summative Evaluator <i>Teacher Defined</i>	Minimum Points of Contact with a Summative Evaluator <i>Required and Summative Evaluator Defined</i>	Minimum Points of Contact with a Peer Reviewer(s) <i>All Teacher Defined</i>
<ul style="list-style-type: none"> • Video Lesson Review 	<ul style="list-style-type: none"> • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review <p><i>(A summative evaluator is encouraged to choose points of contact from the options in order to collect evidence and offer feedback in all areas of teacher practice.)</i></p>	<ul style="list-style-type: none"> • Video Lesson Review

Table 3: Minimum Points of Contact for Continuing Contract/Tenured Teachers

NOTE: A summative evaluator may elect to document additional points of contact during any year of the cycle. A teacher may request additional points of contact but must have the minimum each year.

To support the induction a probationary teachers into the profession or new districts, a greater number of formal classroom observations is required. For a *probationary teacher*, the *minimum* number of annual points of contact is listed below. In total a summative evaluator conducts a minimum of five points of contact annually with a probationary teacher, with two being defined by the teacher.

	Minimum Points of Contact with a Summative Evaluator <i>Teacher Defined</i>	Minimum Points of Contact with a Summative Evaluator <i>Required and Summative Evaluator Defined</i>	Minimum Points of Contact with a Peer Reviewer(s) <i>All Teacher Defined</i>
Number of <i>Annual</i> Points of Contact	2	3	3
Point of Contact Activities	<p>A teacher may define the minimum number of points of contact with a summative evaluator as...</p> <ul style="list-style-type: none"> • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review 	<p>A summative evaluator must conduct points of contact that include...</p> <p>3 Formal Observation Cycles</p>	<p>A teacher may define the minimum number of points of contact with a peer reviewer(s) as...</p> <ul style="list-style-type: none"> • Formal Observation Cycle • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review

Table 4: Minimum Points of Contact for Probationary Teachers

NOTE: A summative evaluator must perform at least one formal observation cycle within the first 90 days of employment.

The minimum points of contact activities have been set to make meeting requirements achievable for summative evaluators and peer reviewer(s). These are minimal standards. Teachers, summative evaluators, and peer reviewers are strongly encouraged to consider additional points of contact, especially classroom observations.

A school or district may use multiple summative evaluators working as a team to coordinate and complete points of contact with a teacher. In fact, a teacher experiencing multiple points of contact including multiple classroom observations from multiple observers is usually preferable

and supported by research. Summative evaluators should ensure that their roles and responsibilities are coordinated so that a teacher's points of contact are facilitated in a timely manner, a teacher receives timely feedback for points of contact, and a teacher has one "assigned" summative evaluator identified on the Individual Growth and Development Plan. The assigned evaluator would be a contact for the teacher and should collect and maintain all documentation generated by points of contact and other activities.

Point of Contact Activities

Defining several activities as points of contact gives a teacher and a summative evaluator flexibility to provide feedback for professional growth and to gather evidence for evaluation in many ways and in many areas specific to the teacher's needs. An evaluator is required to conduct classroom observations as points of contact, but an evaluator can also conduct other activities as points of contact as long as they are face to face, documented, and grounded in the Performance Standards for Teacher Practice and/or the teacher's Individual Growth and Development Plan. Each point of contact should be defined as one of the activities in **Table 5**.

Point of Contact Activity	Description	Primary Domains of Teacher Practice in Which Evidence Is Collected
Formal Observation Cycle	A series of a planning conference, an announced extended classroom observation, and a post-lesson conference as defined below completed consecutively about the same lesson. Though one point of contact, a formal observation cycle includes two face-to-face conversations and single documentation. Since a planning conference would be held as part of a full observation cycle, the extended classroom observation would be announced. <i>Optional Tools—Teacher Planning Questionnaire, Teacher Reflection Questionnaire, Post-Lesson Conferencing Form</i>	Planning, Environment, Instruction, Professionalism
Extended Classroom Observation	A classroom observation that <ul style="list-style-type: none"> • May be announced or unannounced • Covers a full lesson (minimum of 40-45 minutes) • May span 1-2 periods of instruction • Results in evidence collection and feedback in numerous areas of teacher practice and their impacts on student learning and engagement 	Environment, Instruction
Series of Informal Classroom Observations	A series of 3-5 classroom observations that <ul style="list-style-type: none"> • May be announced or unannounced • Do not cover a full lesson (10-20 minutes) • Result in evidence collection and feedback in 1-2 areas of teacher practice (often defined by the teacher's Individual Growth and Development Plan) and their impacts on student learning and engagement 	Environment, Instruction

Point of Contact Activity	Description	Primary Domains of Teacher Practice in Which Evidence Is Collected
	One face-to-face conversation and single documentation cover trends in practice identified from 3-5 observations.	
Planning Conference	A conversation prior to delivery of a lesson to discuss the lesson to be observed and planning practices <i>Optional Tools—Teacher Planning Questionnaire</i>	Planning, Professionalism
Post-Lesson Conference	A reflective conversation that takes place after a lesson has been delivered to students to reflect on practice and plan next steps with students <i>Optional Tools—Teacher Reflection Questionnaire</i>	Professionalism
Curriculum Review	A review of teacher curriculum, unit plans, and/or lesson plans and conversation about curriculum writing or revision, student outcomes and assessments, instructional materials, etc.	Planning
Review Student Survey Data	A review of student survey results (and other evidence of student engagement) and conversation about the impact of teacher practice and student learning on student engagement	Environment
Review of Student Learning Data	A review of student assessment results, teacher value-added data, and/or student learning goal results and conversation about the impact of teacher practice and student engagement on student learning and achievement	Planning, Instruction
Professionalism Observation/Conference	An observation of and/or conversation about <ul style="list-style-type: none"> • Facilitation of a meeting by a teacher • Professional development activities • Teacher leadership • Professional learning community meetings or work • Other elements of practice defined in the Professional Standards for Teacher Practice 	Professionalism
Video Lesson Review	A reflective conversation about a lesson video tape <i>Optional Tools—Teacher Reflection Questionnaire, Post-Lesson Conferencing Form</i>	Environment, Instruction

Table 5: Point of Contact Activities

Individual Growth and Development Plan

An evidence-based Individual Growth and Development Plan is an organized way for a teacher to set and pursue professional growth goals and plan connected learning activities as part of the three-year professional review cycle. The plan connects individual professional learning to the cycle. The Individual Growth and Development Plan is intended to

- Guide individual learning activities and peer review throughout the three-year cycle
- Empower a teacher to plan her own individual professional learning

- Focus individual professional development on outcome-based goals connected to student learning and engagement

The Individual Growth and Development Plan is developed at the beginning of the three-year cycle and is annually revised by a teacher. A teacher consults her peer reviewer(s) during development and revision of the plan, and her assigned summative evaluator must annually approve the plan and revisions. A teacher is encouraged to develop a plan that reflects goals and activities shared by members of her professional learning community so that members can collaborate to implement their plans.

As part of plan development, a teacher identifies

- Areas for growth
- At least one professional goal based on the Performance Standards for Teacher Practice for areas for growth
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement

In addition, a teacher's peer reviewer(s) is identified in the Individual Growth and Development Plan.

Professional growth goals reflect what a teacher hopes to accomplish professionally and are measured by adult outcomes and actions. Goals also impact student learning and engagement. Goals should be aligned with and support district, school, and professional learning community goals to streamline processes.

In the Individual Growth and Development Plan a teacher also defines annual points of contact with her summative evaluator and peer reviewer(s). The intent is to have a teacher help define the role of the summative evaluator in her evaluation as well as require the summative evaluator to offer feedback in every year of her career. Points of contact defined for the peer reviewer(s) in the plan clarify the role of the peer reviewer(s) and, by signing the plan, the peer reviewer(s) agrees to complete those points of contact. All points of contact should support the focus and goals of the plan.

Throughout each year of the professional review cycle, a teacher, her peer reviewer(s), and her summative evaluator collaborate to implement the activities in Individual Growth and Development Plan and to collect evidence of plan implementation and evidence of the impact on teacher practice and students. The peer reviewer(s) and summative evaluator specifically must facilitate points of contact articulated in the plan to collect evidence and provide feedback. The teacher must continually revisit the plan to ensure that plan activities and goals are having the intended impact on teacher practice and students. The teacher should revise goals and activities as appropriate.

At the end of each year of the three-year professional review cycle, a teacher collaborates with her peers to self-assess and engage in peer reviews of teacher practice and impacts on students. As part of the review process the Individual Growth and Development Plan's implementation and results are discussed. This self-assessment and peer review should inform annual revisions of the plan between years of the three-year professional review cycle. Other areas to consider when revising the plan are

- Areas of need identified in formative and summative evaluations;
- Goals and activities of the teacher's professional learning community;
- District and school goals and priorities;
- Areas that are important for meeting the needs of students;
- The Performance Standards for Teacher Practice.

Self-Assessment and Peer Review

In the spring of every year of the three-year professional review cycle, a teacher will complete a self-assessment based on evidence in each of the three model components. This self-assessment will be shared with a peer reviewer(s) as a prompt for a reflective, coaching conversation about the teacher's current practice, student outcomes, and growth over time. Following this conversation, the peer reviewer(s) will add comments on the self-assessment, share those comments with the teacher, and share the results with the assigned summative evaluator. The teacher may, at his discretion, invite the assigned summative evaluator to this conference.

The self-assessment form in the complete model implementation handbook includes areas for a teacher to reflect on practice. Teachers are prompted to name areas of strength and areas for growth from the evidence tied to the Performance Standards for Teacher Practice. The self-assessment also asks the teacher to reflect on the evidence of student learning—tied to value-added data and results of student learning goals—and evidence of student engagement—tied to longitudinal data from a student survey. Finally, the teacher summarizes the implementation of the individual growth and development plan and reflects on the results. Peer reviewers add comments to these reflections on the same form.

An assigned summative evaluator uses this document to remain informed about the professional growth of the teacher during the years where a summative evaluation is not completed. This documentation also helps the assigned summative evaluator make informed suggestions concerning the teacher's Individual Growth and Development Plan, selection of a peer reviewer(s), and points of contact.

Teacher Portfolio (*Optional*)

The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and reflections on professional growth. A teacher possesses the individual right to submit a portfolio to her summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

Portfolios may contain evidence such as the following:

- Reflective statements;
- Evidence of participation in professional learning activities;
- Evidence of leadership;
- Evidence of collaboration with other educators and with families;
- Sample communications to families and other stakeholders;
- Self-Assessment and Peer Review forms;
- Student work samples;
- Examples of teacher work such as lesson plans;
- Videos of lessons;
- Student data including results of student learning goals.

A portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. For example, a teacher may have received feedback from a peer reviewer(s) or summative evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working groups. Or, the teacher could offer a reflection stating, “As a result of your feedback about students not working in groups, I intentionally planned activities in each unit where group work took on a greater role. I also revised my Individual Growth and Development Plan to include learning more about how to facilitate effective peer groupings.”

In this example, evidence of existing lesson plans must be considered by the assigned summative evaluator in the “planning” domain of the Performance Standards for Teacher Practice. The evidence of reflection and growth must be considered in the “professional responsibilities” domain.

Evidence of many practices, especially professional development and leadership activities, may not be collected using points of contact and other activities in the Collaboration, Growth, and Evaluation model. A teacher is encouraged to collect and submit evidence in such areas.

A teacher choosing to submit a portfolio should align the evidence collected with the Performance Standards for Teacher Practice and the Individual Growth and Development Plan.

Summative Evaluation

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from an assigned summative evaluator. The summative evaluation is based on all evidence collected through activities in the process as shown in **Figure 4** on page 15. A summative evaluation results in a teacher receiving one of four summative performance ratings as outlined above. But also, and more importantly, a summative evaluation should include specific feedback to a teacher that will inform the Individual Growth and Development Plan for the next three-year cycle. Both the summative performance rating and feedback are recorded on the Summative Evaluation form in the complete model implementation handbook.

Minnesota Statutes §122A.40 and §122A.41 require at least one summative evaluation for a teacher as part of the three-year professional review cycle. Typically, the summative evaluation will happen at the end of the three-year cycle. However, a teacher may receive a summative evaluation from an assigned summative evaluator at any time in response to performance concerns. In cases in which a summative evaluator has determined that performance concerns warrant a summative evaluation before the final year of a teacher's three-year cycle, the following guidelines should be considered:

- The teacher should be informed that the summative evaluator is collecting and reviewing evidence to conduct a summative evaluation and of any performance concerns.
- The summative evaluator should collect evidence sufficient to measure teacher practice, student engagement, and student learning and achievement. A *minimum* of three formal observation cycles or extended observations as defined in the Points of Contact section on page 15, other available evidence of teacher practice, available evidence of student learning and achievement, and available evidence of student engagement should all be considered for a summative evaluation conducted in response to performance concerns.

Based on summative evaluation results as outlined on page 13 a teacher either develops an Individual Growth and Development Plan or enters the teacher improvement process.

Roles in the Process

Teacher

Teachers, as defined in Minnesota Statutes §122A.40 and §122A.41, include classroom teachers and any other professional employee required to hold a teaching license from the MDE. However, "teachers" are not school principals or superintendents for the purposes of this Model. A teacher must demonstrate competencies of professional practice as well as positive impacts on student learning and engagement outcomes as part of an evaluation.

For this model, a teacher must

- Demonstrate professional teaching standards established in rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice.
- Create, revise, and uses an Individual Growth and Development Plan to support ongoing learning.
- Collaborate with a peer reviewer(s) and/or a professional learning community in growth and evaluation activities. A teacher may identify one or more members of his professional learning community as a peer reviewer(s), provided the peer reviewer(s) are trained. A teacher may identify one peer reviewer or a team of peer reviewers.
- Create student learning goals and monitors student learning if a group 2 or group 3 teacher. As outlined in the *Student Learning Goal Handbook*.
- Define points of contact for the summative evaluator and peer reviewer(s). These teacher-defined points of contact should come from a teacher's Individual Growth and Development Plan.
- Review survey results of student perception data annually.

- Complete a self-assessment annually and shares that assessment with a peer reviewer(s).

Also, a teacher may compile a portfolio of practice and professional growth as evidence for the summative evaluation.

Peer Reviewer(s)

A peer reviewer(s) role as outlined meets the requirement in Minnesota Statutes §122A.40 and §122A.41 that plans for evaluation “must include having trained observers serve as peer coaches or having teachers participate in professional learning communities,” that teachers’ three-year review cycle include “a peer review process,” and that processes “may include induction and mentoring programs.”

A peer reviewer is a peer who collaborates with a teacher to evaluate practice and impact on students by assisting with implementation of the Individual Growth and Development Plan, conducting points of contact, offering feedback, and reviewing progress with the teacher annually. The peer reviewer must be a trained observer of teacher practice and be approved by the assigned summative evaluator. Where possible, a peer reviewer(s) may also be in the teacher’s professional learning community, and new teachers may use their mentors.

A peer reviewer(s) is a *non-probationary* individual who holds a valid Minnesota teaching license and who has completed the peer coaching training supporting the state model offered by the Minnesota Department of Education. The MDE will provide training to all peer reviewers in school districts choosing to use the state model (or a variation of the Model).

The peer reviewer(s) is identified annually in a teacher’s Individual Growth and Development Plan. Teachers may identify one peer reviewer or a team of peer reviewers. The assigned summative evaluator must review and approve the identified peer reviewer(s) as part of review of the teacher’s Individual Growth and Development Plan.

For this model, a peer reviewer(s)

- Assists a teacher with development and implementation of the Individual Growth and Development Plan, including peer observations;
- Documents points of contact;
- Assists a teacher with development and implementation of student learning goals and associated assessments, and supports student learning goals progress and outcomes;
- Facilitates the self-assessment and summary of the peer review process and documents a summary report;
- As a member of the teacher’s evaluation team, attends meetings between the teacher and assigned summative evaluator as requested by the teacher and provides input and feedback as requested by the assigned summative evaluator.

Summative Evaluator

The assigned summative evaluator facilitates the summative evaluation. This role meets the requirement in statute that teachers “receive at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator” in the three-year professional review cycle. The assigned summative evaluator is identified annually in a teacher’s Individual Growth and Development Plan.

A summative evaluator must hold a valid Minnesota education license to be qualified. To be trained, a summative evaluator must have *successfully* completed the evaluator training supporting the Model. The MDE will provide training to evaluators in school districts using the state model (or a variation of the state model). To successfully implement the Model, districts must ensure that administrators and staff in supervisory roles successfully complete the MDE training.

Districts may consider using a lead teacher as a summative evaluator, provided he successfully completes training. However, if an administrator (or direct supervisor) has performance concerns about an individual teacher (the teacher has been or could be rated as “Unsatisfactory” on a summative evaluation), the assigned summative evaluator should be a school administrator (or the teacher’s direct supervisor).

The role of the assigned summative evaluator in the process is key to a teacher’s ongoing development and to a teacher receiving a fair and accurate summative evaluation. For the Model, an assigned summative evaluator

- Annually reviews and approves the Individual Growth and Development Plan, including identified peer reviewer(s);
- Annually reviews and approves the Student Learning Goals form and associated assessments, and evaluates student learning goal progress and outcomes;
- Annually documents points of contact;
- Annually reviews the self-assessment and summary of the peer review process;
- Completes the summative evaluation and assigns a final performance rating at least once every three years.

A school or district may use multiple summative evaluators working as a team to coordinate and complete Model activities with a teacher and the responsibilities outlined above. Summative evaluators should ensure that their roles and responsibilities are coordinated so that evaluation activities are facilitated in a timely manner, a teacher has a fair and transparent evaluation, and each teacher has one “assigned” summative evaluator identified on the Individual Growth and Development Plan. The assigned evaluator would be a contact for the teacher, should collect and maintain all evidence generated by activities, and completes the teacher’s summative evaluation as outlined on page 23.

Districts implementing the state model should provide extra support for any new principal, especially in his role as a summative evaluator. Districts should consider a principal’s

implementation of teacher development and evaluation practices as part of the principal's annual evaluation.

Professional Learning Community

A professional learning community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. The group of teachers operates under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. If possible, a teacher's peer reviewer(s) and/or mentor may be a member of his professional learning community. Membership in a professional learning community is organized by a district, building leadership, or teachers themselves typically based on grade level, subject area, district/building priorities, flexible teaming, or common preparation periods

For this model, a professional learning community

- Drives ongoing, job-embedded professional development;
- Collaborates in the development of student learning goals, including creating common assessments, establishing mastery scores, and interpreting student achievement data, where applicable and appropriate;
- Assists in the creation or revision of a teacher's Individual Growth and Development Plan.

District

For this model, a school district

- Collaborates with the exclusive representative of teachers in the district for professional development and evaluation system design, implementation, and revision;
- Identifies administrators, supervisors, and/or teachers as summative evaluators and supports them in successfully completing Minnesota Department of Education training;
- Encourages teachers to serve as peer reviewers and complete Department training;
- Supports evaluators and peer reviewers by creating a structure for managing evaluation activities and documents;
- Pre-approves assessments and determines mastery scores to be used for student learning goals;
- Coordinates staff development activities with evaluation processes and evaluation outcomes.

Minnesota Department of Education

To support teacher learning and evaluation, the Minnesota Department of Education will monitor and support district design and implementation of evaluation models. The Department created the Model having consulted with the teacher evaluation work group and is dedicated to supporting the model with resources and professional development. The MDE Teacher Evaluation Work Group has also recommended that the Department train all teaching staff on the professional teaching standards established in rule (MN Rule 8710.2000).

For the Model, the MDE will

- Pilot the model and make revisions based on the results of the pilot, stakeholder input, statutory changes, and implementation;
- Conduct training for summative evaluators, peer reviewers, and teachers in districts that adopt the Model (or a version of the Model);
- Continuously pre-approve assessments and establish mastery scores for assessments used in the student learning goal process;
- Approve a student survey of engagement or develop a valid and reliable survey for use in the model;
- Provide districts with teacher value-added data for use in this model.

Summative Evaluation

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from an assigned summative evaluator. The summative evaluation is based on all evidence collected through activities in the process. A summative evaluation results in a teacher receiving one of four summative performance ratings as outlined on page 13. But also, and more importantly, a summative evaluation should include specific feedback to a teacher that will inform the Individual Growth and Development Plan for the next three-year cycle.

Minnesota Statutes §122A.40 and §122A.41 require at least one summative evaluation for a teacher as part of the three-year professional review cycle. Typically, the summative evaluation will happen at the end of the three-year cycle. However, a teacher may receive a summative evaluation from an assigned summative evaluator at any time in response to performance concerns. In cases in which a summative evaluator has determined that performance concerns warrant a summative evaluation before the final year of a teacher's three-year cycle, the following guidelines should be considered:

- The teacher should be informed that the summative evaluator is collecting and reviewing evidence to conduct a summative evaluation and of any performance concerns;
- The summative evaluator should collect evidence sufficient to measure teacher practice, student engagement, and student learning and achievement. A *minimum* of three formal observation cycles or extended observations as defined in the Points of Contact section, other available evidence of teacher practice, available evidence of student learning and achievement, and available evidence of student engagement should all be considered for a summative evaluation conducted in response to performance concerns.