

Talking Points Regarding Rockford Area Schools “Teacher Development and Evaluation Plan”

The plan was developed in partnership with the Q Comp Core Committee, the Executive Committee of Education Minnesota-Rockford, and District Administrators.

RAS believes...

- in supporting continuous growth and improvement for all educators
- effective teaching practices lead to improved student learning and success
- teachers who set growth goals, and work to achieve them with a coach or administrator, improve their expertise and instructional skills
- developing the evaluation plan in partnership with the teacher association affirms the existing respectful and collaborative relationship

Blending State Statute and Q Comp		
Teacher Evaluation Components	Q Comp Program Requirements	Minnesota Statute
<i>Purpose of Teacher Evaluation and Observation</i>	Improve knowledge and instructional skills, support effective teaching practices, and improve student learning and success	
<i>Aligned with Teaching Standards</i>	Based on MN Standards of Effective Practice for Teachers	
<i>Professional Review Cycle</i>	<ul style="list-style-type: none"> • All teachers (licensed staff) have three live, full-class period observations of direct classroom instruction from peers • Observation results by peers determine eligibility for performance reward 	<ul style="list-style-type: none"> • Administrator generated 3-year review cycle (1/3 of staff annually) • Annual evaluation of continuing contract staff by peer reviewers • Summative evaluation takes place once during cycle (high cycle) from qualified and trained evaluator (administrator)
<i>Probationary Teachers</i>	<ul style="list-style-type: none"> • Probationary teachers observed 3 times annually • First one in first 90 days of employment. 	
<i>Observation Training and Inter-rater Reliability</i>	<ul style="list-style-type: none"> • Training required for peer evaluators (formative) and administrators (summative) • Inter-rater reliability practice conducted to ensure consistency 	
<i>Student Achievement Results Account for 35% of Teacher Evaluation</i>	Performance pay based on <ul style="list-style-type: none"> • school student achievement gains from standardized assessments • measures of student achievement • objective evaluation program 	Measures of student growth based on data from assessments aligned to state standards or local assessments
<i>Individual Growth and Development Plan</i>	<ul style="list-style-type: none"> • Required to have individual growth and development plan • Covered in Rockford’s Q Comp Plan 	
<i>Student Engagement Results</i>	Check box on Individual Goal Report “I will solicit feedback about student engagement and use it to make improvements in my instruction and assessment.”	Evaluation process must use longitudinal data on student engagement and connection
<i>Portfolio</i>	Not required	Option to develop portfolio
<i>Role of Teacher Leaders</i>	Teacher leaders provide support through observations, PLC’s, professional development activities during the school day, and mentoring activities	
<i>Teacher Improvement Process and Discipline</i>	Not specified	Must have process to support teachers not meeting standards and must include discipline measures if goal/timeline to improve not met