

**ISD 511
TEACHER EVALUATION
(2014-15 Implementation)**

Forward

In 2013 the Minnesota Legislature passed legislation requiring school districts to develop a new teacher evaluation model based on specific requirements. District 511 developed this new evaluation model based on the legislation. Listed below is a summary of this model.

Evaluation Components Summary

Teacher Practice

This component will make up **45%** of the evaluation. Teacher practice has 4 domains that will be evaluated in formal observation in the third year of the evaluation cycle. Each domain will have a rubric the principal will use to determine teacher effectiveness .

1. Subject Matter/Content
2. Learning environment/classroom management strategies
3. Instructional Strategies/Methods of Instruction
4. Planning Instruction/Preparation/Objectives/Assessments

Student Engagement

This component will make up **20%** of the evaluation. Evidence is collected over the 3-year evaluation cycle to support that the teacher has developed positive student relationship and teaching methods that indicate students are engaged. Student engagement is tracked using longitudinal data.

- An age appropriate student survey (see attached surveys) will make up half of the 20% score
- Peer observation of teacher practice on method/techniques used to engage students will make up the other half of the 20%
- The survey and the peer observation will be quantified and scored 1 to 4. The two scores will be combined and then averaged. The averaged score for this component will make up 20% of the summative evaluation.
- If the teacher has another option for measuring and student engagement they will need to have it approved by their principal as a part of their 3-year plan. A means to quantify and score the student engagement will need to be developed and approved as part of the plan.

Student Achievement

This component will make up **35%** of the evaluation. The law does not require teachers to use state assessments as a part of the 35% measure. In our plan, student achievement will be based on measures that demonstrate the teacher's impact on student learning during a given interval of time. The teacher will use formative and summative assessment as evidence of student achievement. The teacher may choose to use data from NWEA or some other standardized tests to show achievement if they so choose. A means to quantify and score the standardized test will need to be developed and approved as part of the plan.