

# **Teacher Development and Evaluation/ATPPS Plan**

**Developed Collaboratively By  
Independent School District 197 and  
The West St. Paul  
Federation of Teachers**

**Original Document  
Completed May 2014  
Updated December 2016  
Full Update August 2025**

## **Table of Contents**

<b>Content</b>	<b>Page</b>
Introduction - Overview of Plan	3
Component 1 Teacher Practice	6
Component 2 Student Engagement	11
Component 3 Student Learning and Achievement	12
Teacher Portfolio	14
Teacher Improvement Process	18
Student Engagement Sample Scoring	24
Student Engagement Rubric	28
Sample Scoring Document – Continuing Contract Teacher	30
Sample Scoring Document - Probationary Teacher	37

## **Independent School District 197 Teacher Development and Evaluation/ATPPS Model**

Minnesota Statute 122A.40 defines requirements for teacher evaluation. A school board (“school district” or “district”) and an exclusive representative of the teachers (“union” or “teacher’s union”) must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.” Districts must begin evaluating teachers in school year 2014-2015.

There are three components of the Model: 1) Teacher Practice, 2) Student Engagement, and 3) Student Learning and Achievement. The Teacher Practice Component is scored and weighted based on the Framework for Effective Teaching. Teachers and principals are familiar with the Framework because of its use in ATPPS. Student Learning and Achievement is scored based on an achievement or growth goal. Student Engagement will be measured through the component “Engaging Students in Learning” in Domain 3 (Instruction) of the Framework.

All evaluations for probationary teachers are done by a principal/administrator. Because of the ISD 197 ATPPS plan, observations of continuing contract teachers are done by Instructional Peer Coaches (IPCs) for two years and then by a principal/administrator along with an IPC in High Cycle years. The calculation of proficiency for probationary and continuing contract teachers is done differently.

A principal/ administrator will observe probationary teachers three times a year. The principal/ administrator will observe all four Domains over the course of the year.

Observation 1: Domains 1, 2, 3

Observation 2: Domains 2, 3 (This observation is done by a different administrator)

Observation 3: Domains 1, 2, 3, and 4

Probationary teachers holding a Tier 1 or Tier 2 license:

To be rated proficient on the Annual Summative Assessment, a probationary teacher must be rated proficient as follows within Domains 1, 2 and 3 when the two highest observations are combined:

- 50% (Tier 1 license - all years)
- 50% (Tier 2 license - year 1)
- 60% (Tier 2 license - year 2 and beyond)

Probationary teachers holding a Tier 3 or Tier 4 license:

To be rated proficient on the Annual Summative Assessment, a probationary teacher must be rated proficient as follows within Domains 1, 2 and 3 when the two highest observations are combined:

- 50% (year 1)
- 60% (year 2)
- 75% (year 3)
- 75% for teachers who need only one year to reach continuing contract status

Teachers will also receive a numerical score based on the average of Domains 1-3 (not Domain 4) that corresponds to their proficiency rating, which will be used in the Three Year Summative Evaluation.

Continuing Contract teachers will be observed two times by an IPC. IPCs will observe Domain 3 (Learning Experiences) in all non High Cycle years for every evaluation. Teachers will choose either Domain 1 (Planning and Preparation) or Domain 2 (Learning Environment) as a second domain to be observed. Teachers will choose the other domain the subsequent year so all three domains will be observed over two years. Domain 3 will be observed each year in order to fulfill the TDE requirement for Student Engagement (Component 3c,1-4).

To be rated proficient on the Annual Summative Assessment, a continuing contract teacher must have at least 75% of the components rated proficient within each observed Domain when the two highest observations are combined. Teachers will also receive a numerical score (the average of the two observed Domains) that corresponds to their proficiency rating, which will be used in the Three Year Summative Evaluation.

During High Cycle years, teachers will be observed two times; once by a principal/administrator, and once by an IPC,. During a High Cycle year, principals/administrators will complete a comprehensive evaluation by observing all four domains. However, the IPC will only observe Domains 1 and 3. To support inter-rater reliability, only Domains 1 and 3 will be used to calculate overall proficiency for the ATPPS stipend. For all non-Special Education teachers, Domains 1 and 3 will be used to calculate overall proficiency for the Three Year Summative Evaluation. For all Special Education teachers, Domains 1, 3, and 5 will be observed. Domains 1 and 3 will be used to calculate proficiency for the Three Year Summative Evaluation. The score of Domain 5 will be documented in the Three Year Summative Evaluation form.

At the end of the High Cycle year, there will be an Annual Summative Assessment to assess the current year and a Three Year Summative Evaluation to evaluate the three years of the TDE cycle. A teacher receives a Three Year Summative Evaluation at the end of each three year review cycle (see page 51 for exceptions) and a final performance rating will be determined at that time. A teacher with a Three Year Summative Evaluation score of "Improvement Needed" will enter the Teacher Improvement Process (TIP). The TDE/ATPPS plan must also include an option for teachers to submit a portfolio to be used as an additional scoring measure during the Three Year Summative Evaluation.

Minnesota Statute 122A.40 requires that a minimum of 35% of a teacher's evaluation be based on student growth data. Student Learning and Achievement (Component 3) will comprise 35% of the Three Year Summative Evaluation rating for a teacher. A teacher will set either an achievement or growth goal. At the beginning of every school year, each teacher completes a Professional Growth Plan (PGP) that includes a student learning goal. The PGP process reinforces best teaching practices and encourages educators to ensure that their students are meeting grade level expectations and will be ready for the next level of learning. 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 PGP 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.

Teacher Practice (Component 1) will comprise 65% of the Three Year Summative Evaluation rating for a teacher. Teacher Practice is measured using the four domains in the Framework for Effective Teaching.

The TDE/ATPPS plan also includes a Teacher Improvement Process. Teachers may be disciplined for not making adequate progress in the Teacher Improvement Process.

## **Component 1: Teacher Practice**

The Teacher Practice Component includes teacher activities that impact student outcomes. These teacher practices are defined as four domains in the Framework for Effective Teaching. 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. Rubrics and framework are posted on the District's website.

### **A) Probationary Teachers**

Teachers will be observed three times a year by a principal/administrator. The principal/administrator will observe all four domains.

To be rated proficient on the Annual Summative Assessment, a probationary teacher must achieve the identified percent proficient based on the Tier of their license and years in the district of the components rated proficient within each observed domain when the two highest observations are combined. Teachers will also receive a numerical score based on the average of Domains 1-3 (not Domain 4) that corresponds to their proficiency rating, which will be used in the Three Year Summative Evaluation.

Probationary teachers holding a Tier 1 or Tier 2 license:

To be rated proficient on the Annual Summative Assessment, a probationary teacher must be rated proficient as follows within Domains 1, 2 and 3 when the two highest observations are combined:

#### **Summative Evaluation Numerical Scoring for Tier 1 License (Component 1):**

- 50% (Tier 1 license - all years)
  - 50%+ Proficient = 3 points
  - 41-49% Proficient = 2 points
  - 0-40% Proficient = 1 point

#### **Summative Evaluation Numerical Scoring for Tier 2 License (Component 1):**

- 50% (Tier 2 license - year 1)
  - 50%+ Proficient = 3 points
  - 41-49% Proficient = 2 points
  - 0-40% Proficient = 1 point
- 60% (Tier 2 license - year 2 and beyond)
  - 60%+ Proficient = 3 points
  - 51-59% Proficient = 2 points
  - 0-50% Proficient = 1 point

Probationary teachers holding a Tier 3 or Tier 4 license:

To be rated proficient on the Annual Summative Assessment, a probationary teacher must be rated proficient as follows within Domains 1, 2 and 3 when the two highest observations are combined:

Summative Evaluation Numerical Scoring for Tier 3 or 4 License (Component 1):

- 50% (year 1)
  - 50%+ Proficient = 3 points
  - 41-49% Proficient = 2 points
  - 0-40% Proficient = 1 point
- 60% (year 2)
  - 60%+ Proficient = 3 points
  - 51-59% Proficient = 2 points
  - 0-50% Proficient = 1 point
- 75% (year 3 OR for teachers who need only one year to reach continuing contract status)
  - 75%+ Proficient = 3 points
  - 51-74% Proficient = 2 points
  - 0-50% Proficient = 1 point

In order to be eligible for the teacher evaluation stipend and a performance increment under the ATPPS program, probationary teachers must be deemed proficient in all three domain areas annually.

**B) Continuing Contract Teachers**

**• Non High Cycle Years**

Teachers will be observed two times by an IPC. They will also participate in a Coaching Conversation.

IPCs will observe Domain 3 (Instruction) in all non-high cycle years for every evaluation. Teachers will choose either Domain 1 (Planning and Preparation) or Domain 2 (Learning Environment) as a second domain to be observed. Teachers will choose the other domain the subsequent year so all three domains will be observed over two years. Domain 3 will be observed each year in order to fulfill the TDE requirement for Student Engagement (Component 3).

To be rated proficient on the Annual Summative Assessment, a continuing contract teacher must have at least 75% of the components rated proficient within each observed domain when the two highest observations are combined. Teachers will also receive a numerical score (the average of the two observed domains) that corresponds to their proficiency rating, which will be used in the Three Year Summative Evaluation. See sample scoring sheet.

In order to be eligible for the teacher evaluation stipend and a performance increment under the ATPPS program, continuing contract teachers must be deemed proficient in the two observed domain areas each year.

## **High Cycle Year**

Teachers will be observed two times: once by a principal/administrator, and once by an instructional peer coach. During a high cycle year, principals/administrators will complete a comprehensive evaluation by observing all four domains throughout the year. To support inter-rater reliability, the IPCs will only observe Domains 1 and 3. Therefore, only these two domains will be used to calculate overall proficiency for the ATPPS stipend. For all non-Special Education teachers, Domains 1 and 3 will be used to calculate overall proficiency for the Three Year Summative Evaluation.

At the end of the High Cycle year, there will be an Annual Summative Assessment to assess the current year and a Three Year Summative Evaluation to evaluate the three years of the TDE cycle.

To be rated proficient on the Annual Summative Assessment, a continuing contract teacher must have at least 75% of the components rated proficient within Domains 1 and 3 when the two highest observations are combined. Teachers will also receive a numerical score (the average of the two observed domains) that corresponds to their proficiency rating, which will be used in the Three Year Summative Evaluation.

In order to be eligible for the teacher evaluation stipend and a performance increment under the ATPPS program, continuing contract teachers must be deemed proficient in Domains 1 and 3 during their high cycle year.

**Table Showing Three Year ATPPS/TDE Observation Cycle for Continuing Contract Teachers**

	<b>IPC Observation 1</b>	<b>IPC Observation 2</b>	<b>Addl Observation/s Optional</b>
<b>Year 1</b> (non-high cycle)	Domain 3 (Learning Experiences) <b>and</b>  Domain 1 (Planning and Preparation) <b>or</b> Domain 2 (Learning Environment)	Domain 3 (Learning Experiences) <b>and</b>  Domain chosen in Round 1, year 1	Domain/s Identified by teacher
<b>Year 2</b> (non-high cycle)	Domain 3 (Learning Experiences) <b>and</b>  Domain not chosen in year 1: Domain 1 <b>or</b> Domain 2	Domain 3 (Learning Experiences) <b>and</b>  Domain chosen in Round 1, year 2	Domain/s Identified by teacher
	<b>Admin Observation</b>	<b>IPC Observation</b>	<b>Addl Observation/s Optional</b>
<b>Year 3</b> (high cycle)  <i>*For Special Education Staff, Domain 5 will be observed by Special Ed administrator</i>	Domain 3 (Learning Experiences) <b>and</b>  Domain 1 (Planning and Preparation) <b>and</b>  Domain 2 (Learning Environment)  Domain 4 (Professional Responsibilities)	Domain 3 (Learning Experiences) <b>and</b>  Domain 1 (Planning and Preparation)	Domain/s Identified by teacher

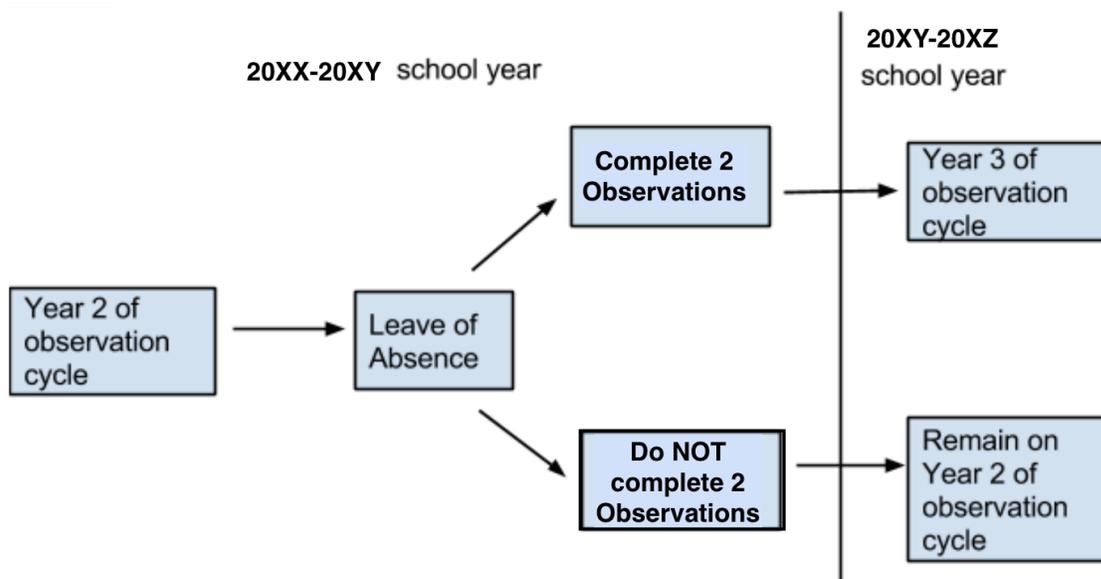
Three Year Summative Evaluation Numerical Scoring for Continuing Contract Teacher (Component 1):

- 75%+ Proficient = 3 points
- 51-74% Proficient = 2 points
- 0-50% Proficient = 1 point

### **C. Teacher Leaves of Absence**

If a teacher is on a leave of absence and is unable to complete the two observations during the school year, he/she would remain on the current year of the observation cycle when returning from the leave of absence. For example, while in Year 2 of the cycle, if a teacher takes a leave of absence in the 20XX-20XY school year and is unable to complete 2 observations, he/she will remain in Year 2 of the 20XY-20XZ school year. To be eligible for the ATPPS stipend, teachers must be employed and on active, paid status over at least  $\frac{3}{4}$  of the total number of student contact days. Time spent on an approved leave pursuant to FMLA of not more than 12 weeks will not result in a teacher losing eligibility for step advancement as long as the teacher works  $\frac{3}{4}$  of the student contact days that the teacher is not on FMLA leave (per Article VI, Section 9, Subd. 2 of the Master Agreement; Basic Schedules, Placement, Rates of Pay). The Director of Human Resources, Director of Curriculum, Instruction, and Assessment, and the President of the West St. Paul Federation of Teachers will review any unexpected or unusual circumstances on a case-by-case basis.

Example:



## **Component 2: 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 a classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their learning.

Quantifying student engagement is difficult. It must be understood that teachers can only be held accountable for aspects that are under their control. Longitudinal data (data collected repeatedly over time) helps teachers identify trends to be addressed in reflection and continuous improvement, and it mitigates the impact of a difficult year or group of students.

TDE requires longitudinal data on student engagement; therefore Domain 3 (Learning Experiences) will be evaluated in all observations. Within this domain, Student Engagement will be evaluated at the element level under the component "Engaging Students in Learning". The elements that encompass "Engaging Students in Learning" include: activities and assignments; grouping of students; instructional materials and resources; and structure and pacing. In order to achieve proficiency in this component, proficiency in three of the four elements is necessary.

Following Minnesota Statute 122A.40, longitudinal data collected over three years will be used to evaluate student engagement. During the Three Year Summative Evaluation, the principal/administrator will look at the overall component score in student engagement. Teachers will need to achieve a proficiency rating in at least 75% of their observations to meet the Student Engagement requirement. Teachers who do not receive a proficiency rating in an observation may request additional observations specifically in the area of Student Engagement. During the Three Year Summative Evaluation, teachers who are not proficient in Student Engagement will enter the Teacher Improvement Process (TIP). (For exceptions in scoring of Student Engagement, see TDE Phase In Plan.)

Due to the prescriptive nature of their work and because they deliver a service rather than provide instruction aligned with curriculum, staff being observed on the Service Provider or TOSA Rubrics will not be evaluated under the student engagement components in Domain 3.

Teachers may choose to develop a tool to gather feedback/data to inform instruction and increase student engagement. This may be used for professional growth and/or included in the portfolio.

## **Component 3: Student Learning and Achievement (PGP)**

### **Component Overview**

Student learning is enhanced by an effective teacher's practices. Teachers continually assess student achievement against standards and modify their practices to meet the unique needs of each learner.

Minnesota Statute 122A.40 requires that a minimum of 35% of a teacher's evaluation be based on student growth data. The Student Learning and Achievement Component will comprise 35% of the final summative performance rating for a teacher. A teacher will set either an achievement or growth goal.

### **Definitions**

To meaningfully measure student learning to assess the performance of a teacher or a school, the growth and achievement of students must be examined.

*Achievement* is defined as meeting a uniform and pre-determined level of proficiency on subject or grade level standards. *Growth* is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time. Whereas achievement sets a "bar" that students must reach, growth differentiates proficiency expectations based on baseline performance.

Multiple ways of assessing both growth and achievement exist. When looking at available data sources to measure student learning, measurements used should

- provide valuable and timely data to drive instruction in classrooms.
- be accurate in assessing student learning and teacher impact on student learning.
- be fair to teachers in different grades and subjects.
- be as consistent as possible across grades and subjects.
- allow flexibility for districts, schools, and teachers to make key decisions surrounding the best assessments for their students.

### **Evidence of Student Learning and Achievement**

At the beginning of every school year, each teacher completes a PGP that includes a student learning goal. The student learning goal is measurable and includes an achievement target or a long-term academic growth target for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning based on data within a given interval of instruction. Each goal includes:

1. Identification
  - Student population or sample included in the goal
  - Assessments that will be used to measure student progress and goal attainment
  - Period of time covered by the goal
2. Evidence or baseline data
  - Student starting points or baseline data
3. Goal and Alignment
  - Student learning SMART goal
  - Alignment of goal to building/district Continuous Improvement Plan (CIP)
4. Action Plan
  - Steps to be taken
  - Timeline for action steps
  - Resources needed
5. Results
  - Updates and Revisions to Action Plan
  - Summary of Results
  - Evidence to demonstrate outcomes

The PGP process, which includes a student learning goal, reinforces best teaching practices and encourages educators to ensure that their students are meeting grade level expectations and will be ready for the next level of learning. 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 PGP 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 ability to measure student learning does not depend solely upon the availability of standardized assessment scores; all licensed staff can set learning goals. The PGP process allows all teachers to focus on the specific objectives they want to achieve with their students using measures that are most relevant for their student population and content areas. Student learning goals enable all teachers to demonstrate their impact on student learning.

Minnesota Statute 122A.40 requires teacher collaboration. The process of developing and implementing student learning goals provides opportunities for teachers to work together in collaborative teams. In their collaborative teams, groups of teachers may assess students' knowledge of skills, analyze data and set goals, design quality assessments, review student work, and plan instruction and interventions.

## Student Learning and Achievement Rating Completed Annually

1 - Improvement Needed (ATPPS - \$0)	2 - Developing (ATPPS - \$75 )	3 - Proficient (ATPPS - \$100)
The teacher has not met the SLG and has not carried out the steps of the action plan.	The teacher has not met the SLG but has carried out the steps in the action plan.	The teacher has met the SLG and has carried out the steps of the action plan.

SLG = Student Learning Goal, part of the Professional Growth Plan (PGP)

*\*Probationary and High Cycle - reviewed by Administrator*

*\*\*Non-High Cycle - reviewed by IPC*

*\*\*If ATPPS is not in place this will be done by Administrator*

### Teacher Portfolio (Optional)

A teacher has the right to submit a portfolio to the summative evaluator as an additional source of evidence for the Three Year Summative Evaluation. The portfolio is **optional** and can be used to enhance the overall score for Teacher Practice under Component One. The summative evaluator will use the portfolio option as an additional scoring measure, however it will not replace annual classroom observations. If a teacher chooses to use the portfolio option, it will be used on the Three Year Summative Evaluation under Teacher Practice as a fourth measure. A rubric will be used by the Summative Evaluator to evaluate the portfolio and an overall rating will be given (Proficient = 3 points; Developing = 2 points; Improvement Needed = 1 point). A teacher may request that an additional administrator evaluate the portfolio. In the event that two evaluations are done, the scores will be averaged.

The portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice may not be collected through observation of Component One (Teacher Practice); a portfolio is a teacher's additional opportunity to share that evidence with the assigned summative evaluator. A teacher choosing to submit a portfolio must align the evidence collected with the Professional Growth Plan (PGP).

A portfolio may also be a way for a teacher to demonstrate growth in response to formative feedback. For example, a teacher may have received feedback from a peer reviewer or summative evaluator that students rarely work in groups. The teacher may respond to feedback by providing lesson plans documenting when, how often, and the effect of students working in groups.

The portfolio must show evidence of proficiency in all domains over the three year cycle. The portfolio must include a comprehensive reflective statement of professional accomplishment and the teacher's own assessment of professional growth showing evidence of:

- Use of teaching techniques that support student learning
- Collaborative work with colleagues that includes examples of collegiality such as committee work, collaborative staff development programs, and Collaborative Team work
- Continued professional development
- Evidence and artifacts of practice

There are numerous types of evidence and artifacts that are appropriate for a teacher's portfolio. Portfolio artifacts and evidence of practice may include, but are not limited to the following:

- Assignments, projects, and warm-ups
- Communication of standards, objectives, and criteria for success on tasks
- Communications to students and parents
- Grading policies and practices
- Records of data analysis and goal setting
- Appointments with students
- Student portfolios
- Annotated portfolio of support materials (beyond the textbook) for concept attainment or to convey mastery
- Informal assessments
- Curriculum documents distributed to students and parents (e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.)
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Short term lesson plans and materials
- Unit or long term lesson plans, and materials designed to support those plans
- Work displays
- Feedback on student work and on student-set goals
- Grouping policies and practices
- Planning for technology integration
- Reflective conversations about responses to situations, overarching objectives, and routines
- Room tours (e.g., what public messages are posted, what values are revealed)
- Student records of goal setting and self-analysis of work
- Student and parent survey data
- Assignment samples
- Grade books and similar artifacts
- Group and individual teacher reports on data analysis, findings, and recommendations
- Logs, minutes, or records of grade level, department, and curriculum meetings
- Meeting notes showing self-assessment and application to planning

- Videos of student portfolio conferences, lesson instruction, and student engagement
- Collections of ideas, research, articles, etc.
- Interview and conference data
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters, and reports
- Attendance records (work, meetings)
- Documentation of supporting school priorities outside the classroom
- Letters of thanks and commendation
- List of committee participation, presentations, etc.
- Samples of student work, tests, assignments, and feedback to students
- Publications
- Student achievement or growth results and key indicators of student success

## Portfolio Rating Rubric

	<b>1 - Improvement Needed</b>	<b>2 - Developing</b>	<b>3 - Proficient</b>
<b>Reflective Statements</b>	Teacher does not develop a reflective statement.	Teacher develops a reflective statement that is missing one of the following: a reflection of professional accomplishments, or an assessment of professional growth in each area below.	The teacher develops a comprehensive reflective statement that includes a reflection of professional accomplishments and an assessment of professional growth in each area below.
<b>Use of Teaching Techniques to Support Student Learning</b>	Teacher provides minimal evidence to demonstrate a variety of teaching techniques to support learning.	Teacher provides some evidence to demonstrate a variety of teaching techniques to support learning.	Teacher provides multiple forms of evidence to demonstrate a variety of teaching techniques to support learning.
<b>Collaborative Work</b>	Teacher provides minimal evidence to demonstrate collaborating with colleagues to analyze data, set focused goals, design common assessments, and analyze student work.  No evidence that collaboration results in increased student learning and instructional effectiveness.	Teacher provides some evidence to demonstrate collaborating with colleagues to analyze data, set focused goals, design common assessments and analyze student work.  No evidence that collaboration results in increased student learning and instructional effectiveness.	Teacher provides multiple forms of evidence to demonstrate collaborating with colleagues to analyze data, set focused goals, design common assessments and analyze student work.  Evidence that collaboration results in increased student learning and instructional effectiveness.
<b>Continued Professional Development</b> (workshops, books/articles, observing another teacher, graduate classes, in-house PD)	Teacher provides no evidence to demonstrate contribution and active participation in professional learning activities.	Teacher provides minimal evidence to demonstrate contribution and active participation in professional learning activities.	Teacher provides multiple forms of evidence to demonstrate opportunities for professional development to enhance content knowledge and pedagogical skill.
<b>Evidence and Artifacts of Practice</b>	Teacher provides minimal evidence of student learning and achievement, student engagement, and teacher practice in relation to their PGP (Professional Growth Plan).	Teacher provides some evidence of student learning and achievement, student engagement, and teacher practice in relation to their PGP (Professional Growth Plan).	Teacher provides multiple forms of evidence of student learning and achievement, student engagement, and teacher practice in relation to their PGP (Professional Growth Plan).

## **Teacher Improvement Process**

Minnesota Statute 122A.40 states that the teacher evaluation model “must give teachers not meeting professional teaching standards...support to improve through a teacher improvement process that includes established goals and timelines; and must discipline a teacher for not making adequate progress in the teacher improvement process.”

The Teacher Improvement Process in itself is not disciplinary; rather, this process supports teacher improvement for a teacher identified by an administrator/principal as not meeting standards based on the ISD 197 Framework for Teaching. However, a teacher who does not make adequate progress in the Teacher Improvement Process is subject to discipline.

Minnesota Statute 122A.40 requires at least one observation by an administrator/principal as part of the three-year professional review cycle. ISD 197’s ATPPS/TDE Evaluation Model includes one observation by an administrator/principal (which includes a pre-observation and post-observation meeting) during the High Cycle year. High Cycle occurs every third year. In cases in which an administrator has determined that performance concerns warrant an observation before the teacher’s High Cycle year, the teacher must be informed that the administrator will be conducting a formal observation. Statutory and contractual language ensures that due process will be followed.

Staff can request up to 4 additional observations. Staff that have entered into the improvement process can request additional observations AFTER the TIP has been completed.

### **Informal Process for Improvement**

A teacher who is **not proficient in a domain** of the Framework during an observation by an administrator/principal **will enter into the informal TIP Process**.

The requirements for proficiency in a domain is based on the teacher’s tenure status and license tier.

Probationary teachers holding a Tier 1 or Tier 2 license:

- 50% (Tier 1 license - all years)
- 50% (Tier 2 license - year 1)
- 60% (Tier 2 license - year 2 and beyond)

Probationary teachers holding a Tier 3 or Tier 4 license:

- 50% (year 1)
- 60% (year 2)
- 75% (year 3)
- 75% for teachers who need only one year to reach continuing contract status

Tenured Teachers

- 75%

The informal process begins **during the post-observation**.

1. The administrator will notify the teacher that they are NOT proficient in a specific domain and will discuss performance concerns during the **post-observation meeting**.
  - If the time scheduled for the post does NOT allow for the completion of the informal template, schedule a follow-up post observation meeting.
2. Using the template provided (  TIP - Informal ) the administrator will
  - document the concerns
  - articulate the expectations

Following the post-observation

3. The teacher will create an action plan to address the concerns and expectations.  
Note: The teacher may seek collegial support from his/her IPC, colleague, site instructional coach or mentor in order to improve his/her skills.

### **For Probationary Teachers**

#### **that are not proficient in the first administrator observation**

4. The administrator will complete their second observation when the teacher has completed their action plan and within the 2nd observation window. The inter-rater observation will occur during the inter-rater window. The inter-rater will be made aware of this process.

\*Note that if a teacher is not proficient in Domain 1, an additional observation will be needed to ensure proficiency.

- If the teacher is not proficient in the domain of concern, the administrator will notify the teacher in writing of a meeting to discuss a formal improvement plan. The written notification will inform the teacher that he/she has the right to Union representation at the meeting.

#### **that are not proficient in the inter-rater observation**

4. The teacher may request an additional observation of the domain of concern **OR** their administrator will complete the second admin observation when the teacher has completed their action plan and within the 2nd observation window.

- If the teacher is not proficient in the domain of concern, the administrator will notify the teacher in writing of a meeting to discuss a formal improvement plan. The written notification will inform the teacher that he/she has the right to Union representation at the meeting plan and within the 2nd observation window.

#### **that are not proficient in the second administrator observation**

4. After an **appropriate period of time** agreed upon by the administrator and teacher, a formal observation of the domain of concern by the administrator/principal will follow.

- If the teacher is not proficient in the domain of concern, the administrator will notify the teacher in writing of a meeting to discuss a formal improvement plan. The written notification will inform the teacher that he/she has the right to Union representation at the meeting.

### **For High Cycle Teachers**

4. After an **appropriate period of time** agreed upon by the administrator and teacher, **a formal observation of the domain of concern** by the administrator/principal will follow. Document a date for the follow-up observation in the template.

- If the teacher is not proficient in the domain of concern, the administrator will notify the teacher in writing of a meeting to discuss an improvement plan. The written notification will inform the teacher that he/she has the right to Union representation at the meeting.

### **Formal Process for Improvement**

The formal Teacher Improvement Process will begin when one of the following occurs:

- A teacher receives written notice to discuss the development of a formal plan if sufficient improvement did not occur during the informal process.
- A teacher receives written notice due to not meeting proficiency in **two or more domains**.
- A teacher is not proficient in a 3 year summative in the area of student engagement.
- A teacher receives an “Improvement Needed” rating on a Three Year Summative Evaluation.

#### **Step 1: Notify the teacher of entry into a formal TIP process.**

- A. The administrator will use [the template](#) provided.
- B. The administrator will send the Notification of Entry into the Teacher Improvement Process to the Director of Human Resources.
- C. The Director of Human Resources will sign the notification and return it to the principal. A copy of this written communication will also be placed in the teacher’s personnel file.
- D. The administrator will send the written notification to the teacher.

#### **Step 2: Identify and communicate the area(s) of performance concern during the post observation meeting**

At a post-observation or Three Year Summative Evaluation meeting to discuss a teacher entering into the formal Teacher Improvement Process, the administrator must discuss:

- Areas of deficiency
- Evidence supporting the concerns
- Times for a follow-up meeting to discuss the concerns addressed above and to develop an improvement plan

The observation write-up will include the evidence discussed that supports the area/s of deficiency. The observation write-up should be sent to the teacher within 48 hours of the post-observation meeting.

### **Step 3: Develop a draft plan.**

The administrator will use the [formal TIP template](#) to draft a plan for use at the TIP meeting.

### **Step 4: Meet to Review and Discuss the Teacher Improvement Process Form**

At the TIP meeting, participants will review a draft plan which will articulate the areas of concern, actions the teacher and administrator must take, and timelines to meet to review progress. This plan will also identify resources (mentors, classes, feedback, modeling, Employee Assistance Program, etc.) to help the teacher improve job performance. The teacher has the right to bring union representation to this meeting. The following information must be documented in the plan:

- Area(s) of deficiency as related to teacher practice
- Beginning and end dates of TIP plan
- Improvement goals. These goals must be specific, measurable, attainable, results-based, and time-bound.
- Specific teacher action steps, practices, or strategies that will result in the teacher meeting the Framework components. Support strategies may include, but are not limited to:
  - Professional workshops or conferences
  - Books
  - Peer coaching, mentoring, or other forms of peer support
  - Additional meetings with an evaluator or a peer
  - Curriculum resources
  - Videos of classroom teaching
  - Targeted professional development
- The person(s) responsible for executing/supporting the action step
- Data collection methods and sources the teacher will use
- The time frame and frequency of progress monitoring and feedback on the improvement goal
- A timeline of action step implementation, which may include implementation start date, frequency, duration, etc.

### **Step 5: Engage in the Improvement Plan**

While implementing the improvement plan, there are expectations for both the teacher and the administrator.

#### *Expectations of the Teacher:*

- Participate in the activities identified in the plan
- Participate in the collection of evidence related to the measurable goals in the plan
- Be open and flexible in implementing different and/or refined strategies to improve performance

- Engage in professional reflection to ascertain what is effective practice and what practice(s) need improvement
- Be responsible for maintaining anecdotal notes (if desired)
- Ask for clarifications from the administrator, direct supervisor, an exclusive representative, or superintendent or designee when needed
- Be responsible for meeting deadlines, appointments, scheduled observations, and other agreed upon timelines

*Expectations of the Administrator:*

- Provide feedback and support opportunities identified in the plan
- Give encouragement and informal support for improvement of performance
- Be open and available for clarification at the teacher's request
- Monitor the teacher's performance for improvement
- Maintain timelines

**Step 6: Assess Results of the Improvement Plan**

At the end of the plan and/or the time frame established in the plan, the teacher and administrator will meet to assess progress of the teacher toward resolving the area of concern. The assessment of progress will be documented in writing, following the plan and goals developed in the plan. This document will be placed in the teacher's personnel record.

*Evidence to review:*

- Teacher's personnel file
- Agreed upon improvement plan
- Evidence the teacher wants considered
- Evidence collected by the administrator
- Past evaluations may be considered

*Criteria for decision-making:*

- Progress toward meeting the goals identified in the Teacher Improvement Process
- Current performance level

At the conclusion of the meeting, the administrator will determine one of the following outcomes regarding the teacher's status and document it [using the template](#):

- Exit the Teacher Improvement Process. The teacher re-enters the three-year professional review cycle; the teacher must receive a summative evaluation within three years of his/her last summative evaluation.
- Revise or begin a new improvement plan, repeating Steps 1-6. This could

include discipline for a teacher not making adequate progress, at the district's discretion, under Minnesota Statute 120A.40, subdivision 8, clause 12.

- Discipline a teacher for not making adequate progress in the teacher improvement process. Discipline may include a written reprimand, termination, or other discipline the district determines is appropriate.

## **Discipline**

Minnesota Statute 120A.40 states that discipline “may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.”

Should a district discipline a teacher for failing to make adequate progress in the Teacher Improvement Process, the district must follow board policies and teacher contract language established in the school district as well as Minnesota Statutes.

# Appendix

## Forms and Rubrics

## Sample Scoring for Student Engagement

Following Minnesota Statute 122A.40, longitudinal data will be used over three years to evaluate student engagement. During the Three Year Summative Evaluation, the principal/administrator will review a teacher's overall component score in student engagement. Teachers will need to achieve a proficiency rating in at least 75% (e.g. 7 out of 9) of their observations to meet the Student Engagement requirement. Teachers who do not receive a proficiency rating in the overall component from an observation may request additional observations specifically in the area of Student Engagement.

### Data used to calculate the Three Year Summary - Probationary Teachers

#### Year 1

Overall Component Score	Observation 1	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of Instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Component Score	Observation 2	Proficiency
<b>NOT Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	No
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Component Score	Observation 3	Proficiency
<b>Proficient</b>	Rich Learning Experiences	No
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	Yes

#### Year 2

Overall Component Score	Observation 1	Proficiency
<b>NOT Proficient</b>	Rich Learning Experiences	No
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Component Score	Observation 2	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Component Score	Observation 3	Proficiency
<b>Proficient</b>	Rich Learning Experiences	No
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	Yes

### Year 3

Overall Component Score	Observation 1	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Component Score	Observation 2	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of Instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Component Score	Observation 3	Proficiency
<b>Proficient</b>	Rich Learning Experiences	No
	Collaboration and Teamwork	Yes
	Use of Instructional Material and Resources	Yes
	Opportunities for Thinking and Reflection	Yes

### Three Year Student Engagement Summary

	Observation 1	Observation 2	Observation 3
Year 1	Proficient	Not Proficient	Proficient
Year 2	Not Proficient	Proficient	Proficient
Year 3	Proficient	Proficient	Proficient

**7/9 = 78%, therefore the Student Engagement component is met.**

Note that in Perform if a teacher receives an annual score of 1, 2, 3 that is added to their data and stored for the 3 year summative form. The scores recorded are as follows:

- 1 = Proficient based on % assigned to their tenure in ONLY 1 observation
- 2 = Proficient based on % assigned to their tenure in ONLY 2 observations
- 3 = Proficient based on % assigned to their tenure in all 3 observations

**Data used to calculate the Three Year Summary - Continuing Contract Staff**

**Year 1**

Overall Score	Observation 1	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Score	Observation 2	Proficiency
<b>NOT Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	No
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

**Year 2**

Overall Score	Observation 1	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Score	Observation 2	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

### Year 3

Overall Score	Observation 1	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

Overall Score	Observation 2	Proficiency
<b>Proficient</b>	Rich Learning Experiences	Yes
	Collaboration and Teamwork	Yes
	Use of instructional Materials and Resources	Yes
	Opportunities for Thinking and Reflection	No

### Three Year Student Engagement Summary

	Observation 1	Observation 2
Year 1	Proficient	Not Proficient
Year 2	Proficient	Proficient
Year 3	Proficient	Proficient

**5/6 = 83%, therefore the Student Engagement component is met.**

**Note that in Perform if a teacher receives an annual score of 1, 2, 3 that is added to their data and stored for the 3 year summative form. The scores recorded are as follows:**

**1 = 75% proficiency on ONLY 1 observation**

**2 = not used**

**3 = 75% proficiency on BOTH observations**

## Student Engagement Rubric

Component	Developing	Proficient	Exemplary
3c-1: Rich Learning Experiences	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
3c-2: Collaboration and Teamwork	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
3c-3: Use of Instructional Materials and Resources	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
3c-4: Opportunities for Thinking and Reflection	The pace of the lesson is too low or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.



**TDE/ATTPS Sample Three Year Scoring Form for Continuing Contract Teachers**  
**(Includes Annual Summative Assessments and**  
**Three Year Summative Evaluation)**

**1) TDE Components - Component One (65%) and Component Three (35%)**

**A) Component One (Teacher Practice) - 65% of total score on the Summative Evaluation (High Cycle Year)**

**Year 1 Annual Summative Assessment**

In Year 1, the domains observed will be Domain 3 and EITHER Domain 1 OR 2. The example below shows the use of Domain 1 and 3.

<b>Observer/ Evaluator</b>	<b>Domain Observed</b>	<b>Domain Score</b>	<b>Score for Use on 3 Year Summative Evaluation</b>	<b>Received ATPPS Stipend?</b>
IPC	Domain 1 (Planning and Prep)	3 (75+% proficient)	<b>2.5</b> Calculation (3 + 2 = 5) (5 / 2 = 2.5)	No
	Domain 3 (Learning Experiences)	2 (51 - 74% proficient)		

**ATPPS Stipend** - Continuing contract teachers must be deemed proficient in the two observed domain areas to be eligible for the ATPPS stipend. To be proficient, a continuing contract teacher must have 75% or more of proficient ratings when the two highest observations for each selected domain area are combined.

**Three Year Summative Evaluation Numerical Scoring for Continuing Contract Teacher (Component One):**

75%+ Proficient = 3 points

51-74% Proficient = 2 points

0-50% Proficient = 1 point

**Year 2 Annual Summative Assessment**

In Year 2, the domain observed will be Domain 3 and EITHER Domain 1 OR 2. The example below shows the use of Domain 2 and 3.

Observer/ Evaluator	Domain Observed	Domain Score	Score for Use on 3 Year Summative Evaluation	Received ATPPS Stipend?
IPC	Domain 2 (Learning Environment)	3 (75+% proficient)	<b>3.0</b> Calculation (3 + 3 = 6) (6 / 2 = 3.0)	Yes
	Domain 3 (Learning Experiences-)	3 (75+% proficient)		

**ATPPS Stipend** - Continuing contract teachers must be deemed proficient in the two observed domain areas to be eligible for the ATPPS stipend. To be proficient, a continuing contract teacher must have 75% or more of proficient ratings when the two highest observations for each selected domain area are combined.

**Three Year Summative Evaluation Numerical Scoring for Continuing Contract Teacher (Component One):**

- 75%+ Proficient = 3 points
- 51-74% Proficient = 2 points
- 0-50% Proficient = 1 point

### Year 3 Annual Summative Assessment

In Year 3, all domains are observed BUT only Domains 1 and 3 will be used in the summative evaluation calculation.

(A separate example is given for Special Education teachers on the following page.)

Observer/ Evaluator	Domain Observed	Domain Score	Score for Use on 3 Year Summative Evaluation	Received ATPPS Stipend?
Principal/ Administrator and IPC	Domain 1 (Planning and Prep)	3 (75+% proficient)	<b>2.5</b> Calculation (3 + 2 = 5) (5 / 2 = 2.5)	No
	Domain 3 (Learning Experiences )	2 (51 - 74% proficient)		
	Domain 4 (Professional Responsibilities)	3 (75%+ Proficient)	Not used for determining ATPPS stipend	Not used for determining ATPPS stipend

**ATPPS Stipend** - Continuing contract teachers must be deemed proficient in Domains 1 and 3 to be eligible for the ATPPS stipend. To be proficient, a continuing contract teacher must have 75% or more of proficient ratings when the two highest observations for each selected domain area are combined.

#### Three Year Summative Evaluation Numerical Scoring for Continuing Contract Teacher (Component One):

75%+ Proficient = 3 points

51-74% Proficient = 2 points

0-50% Proficient = 1 point

**Year 3 Annual Summative Assessment for Special Education Teachers**

In Year 3, all domains are observed, BUT only Domains 1 and 3 will be used in the summative assessment calculation. Domain 5 is observed and proficiency is documented, but is not part of the proficiency calculation.

Observer/ Evaluator	Domain Observed	Domain Score	Score for Use on 3 Year Summative Evaluation	Received ATPPS Stipend?
Principal/ Administrator/IPC	Domain 1 (Planning and Prep)	3 (75+% proficient)	2.5 Calculation (3 + 2 = 5) (5 / 2 = 2.5)	No
	Domain 3 (Learning Experiences )	2 (51 - 74% proficient)		
	Domain 5 (Special Education)	% proficient documented in form		Domain 5 is not part of ATPPS Stipend

**ATPPS Stipend** - Continuing contract teachers must be deemed proficient in Domains 1 and 3 to be eligible for the ATPPS stipend. To be proficient, a continuing contract teacher must have 75% or more of proficient ratings when the two highest observations for each selected domain area are combined.

**Three Year Summative Evaluation Numerical Scoring for Continuing Contract Teacher (Component One):**

- 75%+ Proficient = 3 points
- 51-74% Proficient = 2 points
- 0-50% Proficient = 1 point

**B) Component Three (Student Learning and Achievement) - 35% of total score on the Summative Evaluation (High Cycle Year)**

**Student Learning Goal on PGP**

<b>Year</b>	<b>Student Learning Goal Met</b>	<b>Score for 3 Year Summative Evaluation</b>	<b>Received ATPPS Stipend?</b>
Year 1	Yes	3	Yes - \$100
Year 2	No	2	Yes - \$75
Year 3	No	2	Yes - \$-75

<b>1 - Improvement Needed (ATPPS - \$0)</b>	<b>2 - Developing (ATPPS - \$ 75)</b>	<b>3 - Proficient (ATPPS - \$ 100)</b>
The teacher has not met the SLG and has not carried out the steps of the action plan.	The teacher has not met the SLG but has carried out the steps in the action plan.	The teacher has met the SLG and has carried out the steps of the action plan.

**2) Three Year Summative Evaluation Final Performance Rating (High Cycle Year)**

This table uses the numerical data from Annual Summative Assessments to determine the overall proficiency rating for a three year summative score.

Model Component	Score for Summative Evaluation (3 year average)	Component Weight (multiplier)	Product
Teacher Practice (Component One)  *If a portfolio is used, the portfolio will be added here.	2.7 (2.5 + 3 + 2.5 = 8) (8/3 = 2.7)	.65	1.8
Student Learning and Achievement (Component Three)	2.3 (3 + 2 + 2 = 7) (7/3 = 2.3)	.35	.8
		<b>Total Summative Score</b>	2.6

**Proficiency Rating for Total Three Year Summative Score**

Total Three Year Summative Score	Proficiency Rating (Circle One)
2.6	2.1 - 3.0 Proficient  1.1 - 2.0 Developing  0.0 - 1.0 Improvement Needed **

\*\*A Proficiency Rating score of “Improvement Needed” will result in the teacher entering the Teacher Improvement Process.

**Component Two (Student Engagement) - No Component Weight**

**Three Year Student Engagement Summary (Sample)**

	Observation 1	Observation 2	
Year 1	Proficient	Proficient	
Year 2	Not Proficient	Proficient	
Year 3	Proficient	Proficient	

**5/6 = 83%, therefore the Student Engagement component is met.**

<b>Student Engagement</b>	Proficient <input checked="" type="radio"/> Yes <input type="radio"/> No	No Component Weight
---------------------------	---	---------------------

**TDE/ATPPS Sample Three Year Scoring Form for Probationary Teachers**  
**(Includes Annual Summative Assessments and**  
**Three Year Summative Evaluation)**

**1) TDE Components - Component One (65%) and Component Three (35%)**

**A) Component One (Teacher Practice) - 65% of total score on the Summative Evaluation (High Cycle Year)**

**Year 1 Annual Summative Assessment**

The Principal/Administrator will observe all 4 Domains across the year.

<b>Observer/ Evaluator</b>	<b>Domain Observed</b>	<b>Domain Score</b>	<b>Score for Use on 3 Year Summative Evaluation</b>	<b>Received ATPPS Stipend?</b>
Principal/ Administrator	Domain 1 (Planning and Prep)	3 (50+% proficient)	Calculation: scores from Domains 1, 2, and 3 $(3 + 3 + 2 = 8)$ $(8 / 3 = 2.7)$	No (not proficient in all three domains)
	Domain 2 (Learning Environment)	3 (50+% proficient)		
	Domain 3 (Learning Experiences )	2 (41-49% proficient)		
	Domain 4 (Professional Responsibilities)	Proficient		Not used for determining ATPPS stipend
	Domain 5 (Special Education)	Proficient	Used only for Special Ed teachers	Not used for determining ATPPS stipend

**ATPPS Stipend** - Probationary teachers must be deemed proficient in each of the three domain areas in order to be eligible for the ATPPS stipend and a performance increment movement under the ATPPS program. To be proficient, a probationary teacher must have the following percentages of proficient or exemplary ratings when the two highest observations within each domain are combined:

Summative Evaluation Numerical Scoring for First Year Teacher (Component One):

50%+ Proficient = 3 points

41-49% Proficient = 2 points

0-40% Proficient = 1 point

## Year 2 Annual Summative Assessment

The Principal/Administrator will observe all 4 Domains.

Observer/ Evaluator	Domain Observed	Domain Score	Score for Use on 3 Year Summative Evaluation	Received ATPPS Stipend?
Principal/ Administrator	Domain 1 (Planning and Prep)	3 (60+% proficient)	Calculation: scores from Domains 1, 2, and 3 $(3 + 3 + 3 = 9)$ $(9 / 3 = 3)$	Yes (proficient in all-three domains)
	Domain 2 (Environment)	3 (60+% proficient)		
	Domain 3 (Instruction)	3 (60+% proficient)		
	Domain 4 (Professional Responsibilities)	Proficient		Not used for determining ATPPS stipend
	Domain 5 (Special Education)	Proficient	Used only for Special Ed teachers	Not used for determining ATPPS stipend

**ATPPS Stipend** - Probationary teachers must be deemed proficient in each of the three domain areas in order to be eligible for the ATPPS stipend and a performance increment movement under the ATPPS program. To be proficient, a probationary teacher must have the following percentages of proficient or exemplary ratings when the two highest observations within each domain are combined:

### Summative Evaluation Numerical Scoring for Second Year Teacher (Component One):

60%+ Proficient = 3 points

51-59% Proficient = 2 points

0-50% Proficient = 1 point

## Year 3 Annual Summative Assessment

The principal/ administrator will observe all 4 Domains.

Observer/ Evaluator	Domain Observed	Domain Score	Score for Use on 3 Year Summative Evaluation	Received ATPPS Stipend?
Principal/ Administrator	Domain 1 (Planning and Prep)	3 (75+% proficient)	Calculation: scores from Domains 1, 2, and 3 $(3 + 3 + 3 = 9)$ $(9 / 3 = 3)$	Yes (proficient in three domains)
	Domain 2 (Environment)	3 (75+% proficient)		
	Domain 3 (Instruction)	3 (75+% proficient)		
	Domain 4 (Professional Responsibilities)	Proficient		Not used for determining ATPPS stipend
	Domain 5 (Special Education)	Proficient	Used only for Special Ed teachers	Not used for determining ATPPS stipend

**ATPPS Stipend** - Probationary teachers must be deemed proficient in each of the three domain areas in order to be eligible for the ATPPS stipend and a performance increment movement under the ATPPS program. To be proficient, a probationary teacher must have the following percentages of proficient or exemplary ratings when the two highest observations within each domain are combined:

Summative Evaluation Numerical Scoring for Third Year Teacher and teachers who need only one year to reach continuing contract status (Component One):

75%+ Proficient = 3 points

51-74% Proficient = 2 points

0-50% Proficient = 1 point

**B) Component Three (Student Learning and Achievement) - 35% of total score on the Three Year Summative Evaluation**

**Student Goal on PGP**

<b>Year</b>	<b>Student Learning Goal Met</b>	<b>Score for 3 Year Summative Evaluation</b>	<b>Received ATPPS Stipend?</b>
Year 1	No	2	Yes - \$75
Year 2	No	2	Yes - \$75
Year 3	Yes	3	Yes - \$100

<b>1 - Improvement Needed (ATPPS - \$0)</b>	<b>2 - Developing (ATPPS - \$75)</b>	<b>3 - Proficient (ATPPS - \$100)</b>
The teacher has not met the SLG and has not carried out the steps of the action plan.	The teacher has not met the SLG but has carried out the steps in the action plan.	The teacher has met the SLG and has carried out the steps of the action plan.

## 2) Three Year Summative Evaluation Final Performance Rating

This table uses the numerical data from Annual Summative Assessments to determine the overall proficiency rating for a three year summative score.

Model Component	Score for Summative Evaluation (3 year average)	Component Weight (multiplier)	Product
Teacher Practice (Component One)	2.9 (2.7 + 3 + 3 = 8.7) (8.7/3 = 2.9)	.65	1.9
Student Learning and Achievement (Component Three)	2.3 (2 + 2 + 3 = 7) (7/3 = 2.3)	.35	.8
		<b>Total Summative Score</b>	2.7

### Proficiency Rating for Total Three Year Summative Score

Total Three Year Summative Score	Proficiency Rating (Circle One)
2.7	2.1 - 3.0 Proficient 1.1 - 2.0 Developing 0.0 - 1.0 Improvement Needed **

\*\* A Proficiency Rating score of "Improvement Needed" will result in the teacher entering the Teacher Improvement Process.

**Component Two (Student Engagement) - No Component Weight**

**Three Year Student Engagement Summary (Sample)**

	Observation 1	Observation 2	Observation 3
Year 1	Proficient	Not Proficient	Proficient
Year 2	Not Proficient	Proficient	Proficient
Year 3	Proficient	Proficient	Proficient

**7/9 = 78%, therefore the Student Engagement component is met.**

<b>Student Engagement</b>	Proficient <input checked="" type="radio"/> Yes <input type="radio"/> No	No Component Weight
---------------------------	---	---------------------