

EDGERTON ISD 581



2016-17

WORLD'S BEST WORKFORCE DISTRICT PLAN

TABLE OF CONTENTS

FORWARD

DISTRICT ADVISORY COMMITTEE

PERFORMANCE MEASURES

DISTRICT GOALS

FORWARD

Edgerton ISD 581 World’s Best Workforce Plan (WBWF) is a strategic planning that meets the requirements of Minnesota Statutes under section 120B.11. Our District plan strives to ensure that we provide the best educational opportunities for the students who attend District 581.

The WBWF plan for District 581 is focused on goals related to school readiness, grade level literacy by grade three, high school graduation and career/college readiness. Closing the achievement gap for all disadvantaged students is a point of emphasis in the WBWF plan. Disadvantaged students include; those who live in poverty, non-English learners, those who need special education services and those who are racially or ethnically diverse.

DISTRICT ADVISORY COMMITTEE

Brian Gilbertson	6-12 Principal
Keith Buckridge	Superintendent/K-6 Principal
Sara Landin	Social worker/Guidance Counselor
Kyle Landin	Board Member
Doug Van Kley	Teacher
Orla Schuld	Support Staff
Amber DuHoux	Parent
Shanda Schaap	Parent
Jason Snyder	Community Member

PERFORMANCE MEASURES

1. Closing the achievement gap
 - Promote the development of PLC's
 - Use data to identify student needs and tailor instruction accordingly
 - Provide academic recovery options for our at risk students
 - Maintain academic accountability standards for all students
 - Develop the use of formative and summative assessments to measure student learning
 - Maintain a safe, accountable educational environment for students and staff through PBIS
 - Continue to seek opportunities to communicate with all stakeholders

2. All students ready for kindergarten
 - Provide preschool programming for birth to age 5
 - Provide parent education classes to promote early childhood education
 - Provide preschool screening to provide early interventions to promote school readiness

3. All students in third grade achieving grade level literacy
 - Teach reading 90 minutes of reading to all students everyday
 - Use FAST testing to identify reading issues
 - Use of DRA Assessment to help identify reading levels and strategies to use to help students
 - Provide RTI intervention model to students in grades K-5
 - Use Reading Corp grants to enhance reading opportunities for at risk students

4. All students attain career and college readiness
 - Integrate new technology into the delivery of curriculum
 - Provide an academic foundation in K-5 based on reading, writing and math
 - Provide opportunity for college prep and dual credit in high school
 - Provide opportunities for vocational courses in Agriculture and Business
 - Provide academic recovery courses for at risk 9-12 students
 - Provide courses in the fine arts to stimulate a broad cultural knowledge base.
 - Continue to monitor and adjust curriculum to meet individual student needs
 - Continue to engage students with relevant curriculum
 - Provide opportunities for students to participate in a college fair, career expo, and a job shadow

5. All students graduating from high school
 - Provide academic recovery courses for at risk 9-12 students
 - County placed social worker to remove barriers to academic success

DISTRICT GOALS

DISTRICT 581 DISTRICT WIDE BOARD GOALS

- 1) Ensure that student learning and achievement is taking place.
 - Promote the development of PLC's
 - Use data to identify student needs
 - Provide academic recovery options for at risk students
 - Maintain academic accountability standards for students

- 2) Create a positive learning environment
 - Promote the development of PBIS
 - Maintain a safe and accountable educational environment for students and staff
 - Continue to seek opportunities to communicate with all stakeholders
 - Maintain reasonable expenditures and explore additional revenue streams
 - Expand community education opportunities

- 3) Provide ongoing curriculum development
 - Integrate technology into the delivery of curriculum
 - Provide a foundation in K-5 based on reading, writing and math
 - Provide opportunity for college prep and dual credit
 - Provide opportunities for vocational courses
 - Provide academic recovery courses for at risk students
 - Continue to monitor and adjust curriculum to meet student needs
 - Continue to monitor and adjust curriculum to align with state and federal standards

- 4) Provide ongoing staff development
 - Promote the development of PLC's & PBIS
 - Provide staff training on technology

- 5) Manage limited resources effectively
 - Manage resources effectively
 - Look for ways to cooperate with other schools

- 6) Provide Opportunities for extra-curricular activities
 - Maintain balance between fine arts and athletic activities
 - Maintain accountability standards for students who participate in extracurricular activities in terms of behavior and academics

Student Achievement Goals for Meeting State Academic Standards

In 2012 the state did away with AYP and how schools are measured for achievement. The state went to a new system where the top five percent of schools and the bottom ten percent of schools were identified.

State and Local Testing

District 581 uses a variety of tests to measure student achievement and performance to determine student ability and evaluate curriculum. The following is a descriptive list of the tests used at Edgerton Public School:

- **FAST (FastBridge):** It offers the only comprehensive assessment system with both Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) to screen, diagnose, monitor and inform instruction faster—when you need actionable data—so we will spend less time testing or guessing and more time teaching.
- **MCAIII's (Minnesota Comprehensive Assessments):** These Math, Reading, Writing, and Science tests are state-developed tests in Reading for grades 3-8 and 10, and Math for all students in grades 3-8 and 11. MCA IIIs are used to measure individual student achievement, and there are no passing score requirements. A student falls into one of 4 categories: D=Does not meet Proficiency; P=Partially meets Proficiency; M=Meets Proficiency; and E=Exceeds Proficiency. The Science test is administered to grades 5, 8 and High School.
- **NWEA:** This computerized reading and math test focuses on a student's growth throughout the year, from year to year, and throughout a student's academic career. It also provides an indication of how they will do on the MCA IIIs.
- **STAR Reading:** This computerized reading test focuses on a student's ability to select appropriate vocabulary for completing a sentence or phrase. Once complete, a range for selecting Accelerated Reader books appropriate for independent reading is given to the child and parent.
- **MTAS: (Minnesota Test of Academic Skills)** The Minnesota Test of Academic Skills is Minnesota's new alternative assessment based on alternative achievement standards. The MTAS is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum.
- **ACT:** The ACT is a curriculum-based measure of college readiness. ACT components include: Tests of Academic Achievement in English/Math/Reading/Science/Writing (optional), High School Grade and Course Information, Student Profile and Career Interest Inventory, and at the time of this plan it is mandated by the state of MN that we offer the ACT for students in their Junior year of studies.
- **ACCESS**
- **ALTERNATE ACCESS**

Grades	Assessment	Subject Area	Dates
K-5	FAST	Reading	Fall/Winter/Spring
K-8	STAR Reading– Accelerated Reader	Reading	As Needed
K-5	DRA (Development Reading Assessment)	Reading	Fall/Spring
3-8	MCA III's (Minnesota Comprehensive Assessments)	Reading & Math	Spring
Those who Qualify	MTAS (Minnesota Test of Academic Skills – Special Ed. Only)	Reading & Math	Spring
11 and 12	ACT	English, Math, Reading, Science	Varies
2-10	NWEA	Reading & Math	Fall & Spring
K-12	ACCESS for ELLs	Reading, Speaking, Listening, Writing	Spring
K-12	ALTERNATE ACCESS for ELLs	Reading, Speaking, Listening, Writing	Spring

MCA III Test Comparisons to Last Year

MCA III Reading Proficiency	
Grade	2015/2016
3	28.6%/72.4%
4	41.4%/40%
5	38.5%/55.2%
6	19.4%/56%
7	47.4%/41.7%
8	13.8%/66.7%
10	33.3%/62.1%

MCA III Math Proficiency	
Grade	2015/2016
3	42.9%/65.5%
4	44.8%/40%
5	26.9%/26.7%
6	29%/32%
7	63.2%/47.2%
8	41.4%/75%
11	76%/72.4%

2016 ACT Results

Total Tested		English		Mathematics		Reading		Science		Composite	
District	State	District	State	District	State	District	State	District	State	District	State
27	64,145	17.8	20.0	21.9	21.2	19.1	21.3	20.3	21.3	20.0	21.1

Improvement Plan (Including Staff Development Goals)

School Improvement Plan:

1. Edgerton Public School will continue to improve standard guided instruction as well as implement research based practices PK-12.

2. Staff Development Goals
 - 1) Review, as a staff, MCA and NWEA test scores to help guide changes and improve student learning.
 - 2) Use new and existing technology sources to implement lessons that will increase student engagement.

Revenue (Amount and Type Attributed)

Did your district vote to waive the reserve requirement?

N

Percentage of Staff Development Set Aside to be Waived

0.0%

Is your district in SOD?

N

Indicate the amount reserved:

2.00%

Did your district set aside 25% of the staff development revenue for Exemplary Grants?

N

How many Exemplary Grants were awarded by the district?

0

Does your district participate in Q Comp?

N

Amount Q Comp funds used for Professional Development

\$0.00

Number of lead teachers receiving salary augmentation:

0

Total amount of Q Comp funds used for salary augmentation:

\$0.00

Is the district using part of the 2% set aside to support Q Comp?

N

What is the amount of money being set aside?

\$0.00

Did your district set aside any of the following NCLB funds for professional development?

N

Title I Part A funds for professional development (Does not include AYP set-asides)

\$0.00

Title I Part A district set-aside for districts identified as AYP Needs Improvement?

\$5,500

Title II Part A funds for professional development

\$0.00

Title II Part D (Technology) funds for professional development

\$0.00

Title III (ELL) funds for professional development?

\$0.00

Title V (Innovative Program) funds for professional development

\$0.00

An ongoing review process helps ensure that district curriculum remains current and effective.

The district's curriculum serves as a guide that helps teachers plan day-to-day instruction. The curriculum also provides a clear description of how each area of study is organized and how it connects with what is taught in other subject areas and classes. It is the single most important compass that points teachers in the direction they need to be heading for optimal student learning and achievement.

Each subject area is reviewed on a regular, rotating basis to help ensure the district's curriculum remains current and effective. The following process details our plan for reviewing all subject areas:

- **Research, Assemble and Analyze Data**
 - Data Mine the State Required test results to capture the effectiveness of the current curriculum
 - Identify gaps, repetitions, and inconsistencies within the curriculum.
- **Research and Planning**
 - Collect samples from publishing companies to peruse for compatibility with the mapped curriculum and state standards
 - Pilot various series in a diverse number of grade levels and student populations
 - Evaluate the series using a rubric to assess its effectiveness, technical support, engaging format and design
- **Plan and Purchase**
 - Purchases are placed following a collaborative review of piloted series
 - Plans are put into place for unpacking new materials, training with a company rep and continued mapping of specified subject to ensure the program is a good match for the districts maps
- **Implementation**
 - Staff adopting the new series teaches a complete year with the materials
 - Reviews are conducted as to the pacing, celebrations, concerns, etc. that have arisen (adjustments for the upcoming year should be recorded at this time)
- **Monitor and Adjust**

- Collect data on student performance to make sure the curriculum frameworks are having a positive impact on student achievement
- Team meetings allow for discussion/reflection on the series timing of content and its effectiveness
- Adaptations for lesson development can be shared
- **Evaluation**
 - Formative, state, and local assessments are used to gauge the strength of the selected series

Edgerton Public School welcomes any feedback that you may have regarding this report or the work being done within District 581. Parental input is not only encouraged, it is necessary for building a strong foundation for high achieving citizens. Students and families are the reason the school exists and continues to work toward the set mission and vision statements. Your opinions matter. Please direct questions and comments to either Brian Gilbertson or Keith Buckridge.

2015 & 2016 MCA State Testing Data

MCA III Math – Free and Reduced

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	40.2	39.0	-1.2
District	32.3	38.3	+6.0

MCA III Math – Special Education

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	27.0	26.2	-.8
District	12.5	18.2	+5.7

MCA III Math – All Learners

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	60.2	59.4	-.8
District	44.0	50.7	+6.7

MCA III Reading – Free and Reduced

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	39.8	40.2	+.4
District	23.0	48.0	+25.0

MCA III Reading – Special Education

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	25.8	26.1	+.3
District	12.9	21.1	+7.2

MCA III Reading – All Learners

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	59.4	59.7	+.3
District	30.2	54.8	+24.6

MCA III Science – Free and Reduced

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	31.8	33.7	+1.9
District	30.2	41.7	+11.5

MCA III Science – Special Education

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	22.8	24.9	+2.1
District	13.3	CTSTR	N/A

MCA III Science – All Learners

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	53.0	54.7	+1.7
District	35.7	55.6	+19.9

Assessing and evaluating student progress

1. Evaluation/PLC teams that review data that are accessible to them that include but are not limited to:
 - FAST
 - NWEA
 - MCA
 - ACT
 - Student Grades
 - Chapter/Unit Assessment
 - Identify strengths and weaknesses of instruction through the growth or lack of growth as seen on various student assessment.
2. PLC teams that review data, annual curriculum review cycle, and principal/teacher evaluation cycles.

Fiscal information, Staff development, and technology budget

- 16-17 Staff Development Budget
 - \$16,000
- 16-17 Technology Budget
 - \$75,000

PERFORMANCE ACCOUNTABILITY MEASURES

1. [Title I Targeted Assistance Plan](#)
2. [Literacy Plan](#)
3. Secondary Targeted Service Plan
 - a. PBIS behavioral interventions
 - b. School Intervention Team/ Problem solving team
 - c. Child Study
4. Secondary Career Readiness/Counseling Plan
 - a. As part of our curriculum at Edgerton Public Schools we have several ways of providing instruction and preparation, exploring, and researching college and career readiness with our students. In 8th Grade, the students create a Personal Learning Plan that we build on each year they are in school with us. The initial development of this plan includes entering personal data and doing some self-exploration to determine their learning style, their interests, their strengths, or what type of path they might take to post-secondary success. The students are encouraged to be honest and thoughtful about this lesson. These lessons are done during character education time once a month with the school social worker. A portfolio has also been created to hold paper items related to career and college readiness. These folders contain papers they have written, activities they have participated in, and any assignments that they choose to keep as an example to show what they have done and how they have evolved to post-secondary readiness. The portfolios contain samples from any class or outside of school activities the students participate in. As the students' progress from grade to grade the portfolio is updated with classes taken, jobs worked, volunteer works completed, activities participated in, and any updates or changes related to a career or college path they are interested in. In addition to our portfolios, several classes and/or teachers, tie college and career readiness into their instruction by having the student write papers about a future career they are interested in, taking the students on field trips related to exploring a day in the life of this career, or

completed projects. All of these pieces are also added to the portfolios as time goes on. In the spring each year, the students are given registration packets for the following year. Each student meets with the school counselor to review their course choices and the impact this would have on graduation and post-secondary plans. The counselor helps guide the students to courses that will best suit their future plans.

5. Teacher Induction Overview

- a. The following document, which outlines the EHS Mentor Program for certified teachers, is the product of collaborative efforts of members of the Edgerton Public School District.
- b. The Purpose of the EHS Mentor Program is to provide new teachers with support, guidance, encouragement, challenges, and direction as they develop a professional vision and assimilate into the culture of our district. Experienced mentors have a great deal of knowledge, talents, and skills to share with their new teacher. In addition to the state goals of increased teacher retention and improvement of the new teacher's ability to assist students to achieve consistent with the State learning standards, the EHS Mentor Program recognizes that a valued product of the mentoring relationship is increased and on-going conversation about quality teaching practices throughout the district.
- c. The Mentor program is a component of the Flexible Learning Year (FLY) and is intended to extend the district's orientation program for new teachers throughout the first year of employment. The Mentoring Selection Committees from each building will review the list of applicants from that building maintaining confidentiality throughout the process. The Mentoring Selection Committee will make the final selection based on the needs of the building. Every effort should be made to pair mentors and new teachers according to the same grade level/curriculum area. In general, mentors will be assigned on a one-to-one basis. The Goals of the Program are:
 - To assist new teacher in adjusting to their new workplace
 - To provide emotional assistance, support and guidance regarding the District's and the building's professional culture
 - To provide support and guidance regarding the district's and the building's policies and procedures
 - To assist new teachers in resolving instructional and professional issues they may encounter
- d. Responsibilities, Roles, and Characteristics of Mentor Program
 - Personnel
 - Administrative/Principal Support Roles
 1. Develop and help the understand assignments for new teacher

2. Sanction time for program support activities
3. Observe new teachers regularly
4. Communicate evaluation procedures to new teacher
5. Communicate new teacher needs to mentor and Coordinator of Teaching and Learning
6. Work with Induction Coordinator to connect quality mentor with new teacher

- Mentor Roles

1. Characteristics of Mentors

- a. Mentors must be tenured teachers presently working in the Edgerton Public School District. In order to qualify as a mentor in EHS, a teacher must possess the following attributes:
 - i. A willingness to participate in the program as a mentor and the time available for a quality mentoring relationship
 - ii. Demonstrates mastery of pedagogical skills and curricula knowledge
 - iii. Demonstrates professional ethics as well as superior teaching ability
 - iv. Demonstrates strong interpersonal and communication skills
 - v. Participate in program evaluation.

- Teacher Induction Coordinator

1. Facilitate and organize mentor and mentee orientation, trainings, and seminars
2. Communicate regularly with program participants
3. Participate in planning, reflection, and problem-resolving conversations
4. Promote best practices and standards

6. Teacher Evaluation Plan

- a. The State has pre-determined that Student Achievement makes-up 35% of a teacher's evaluation. The remaining 65% of the teacher's evaluation will be based on Teacher Practice and Student Engagement. These three items are the component areas on which teachers are evaluated. This handbook explains the process of how quantitative scores are obtained for each component and how they are then converted into a qualitative description of teacher performance.

- b. Evaluation Components

- Teacher Practice

- Student Engagement
- Student Achievement
- The components are integrated into a continuous three year cycle that will be used to make up a summative evaluation at the end of the third year. The three year cycle includes the following steps.
 1. Three Year Evaluation Cycle
 - a. Year 1: Goal Setting
 - b. Year 2: Plan Review
 - c. Year 3: Summative Assessment
 2. Each teacher will develop goals (see attached form) linked to the three components areas that they will be evaluated. Over the three year cycle each teacher will develop a portfolio that will contain evidence and data that documents progress toward their goal.
 3. Rubrics will be used to convert data into measurable evaluation in the form of numerical scores of 1, 2 3, 4. The score will then be converted into a summative teacher performance description in year three of the evaluation cycle.
 - a. 3.5 to 4.0 = Exemplary
 - b. 2.5 to 3.49 = Proficient
 - c. 1.5 to 2.49 = Satisfactory
 - d. 1.0 to 1.49 = Unsatisfactory

Evaluation Components Defined

Teacher Practice Defined

This component will make up 45% of the evaluation. Teacher practice has five 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 in that area. (See classroom observation form)

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

Student Engagement Defined

This component will make up 20% of the evaluation. Longitudinal data/evidence is collected over the 3-year evaluation cycle to support that the teacher has developed positive student relationship and teaching methods that engage students. The teacher must choose between option A or B in order to meet the requirements of this component.

- A. The teacher will use peer observation as the full 20% scoring method. Under this option the teacher may choose between two methods of observation. Peer observations need to occur in year 2 and 3 of the cycle.
 - 1) A Peer observer will come into your classroom to observe student engagement methods and techniques used by the teacher.
(see attached engagement observation form)
 - 2) The teacher will video tape a lesson and bring it to a PLC meeting and have a peer or peers view the lesson for engagement methods and techniques used by the teacher.
(see attached engagement observation form)

The peer observation will be quantified and scored 1 to 4. The score for this component will make up the 20% summative evaluation.

- B. The teacher will use peer observation as half of the 20% scoring method and conduct an annual student survey as the other half of the 20% scoring method. Under this option the teacher will:
 - 1) Give an annual age appropriate student survey (see attached surveys) that will make up half of the 20% score.
 - 2) Conduct a peer review as described above under option A. This will make up the other half of the 20% score.

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 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 Defined

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.

Summative Rubric Scoring Defined

Each component will be scored on a scale of 1 to 4. The score will be multiplied by the component weight to get a summative score. The summative scores will be added together to get a total score. The total score is then applied to rubric below. In effect, we are converting a quantitative score into a qualitative description.

SAMPLE SUMMATIVE RUBRIC TABLE EXAMPLE

Component	Weighted %	Score	Summative Totals
Teacher Practice	45%	3	1.35
Student Engagement	20%	3	.6
Student Achievement	35%	4	1.4
Total Score			3.35

An Unsatisfactory Rating on the scoring rubric will be subject to an administrative plan of improvement and additional formal evaluations.

Evaluation Cycle Activities Defined

Year One: Self-Assessment

- The teacher will create their own individual growth and development plan that includes goals in the three evaluation components of teacher practice, student engagement, and student achievement. The teacher will create a portfolio to organize their plan and track the data they need.
- The teacher must review their plan with their principal. The principal can offer suggestions or revisions to the plan. This is considered a point of contact, which is required for all teacher evaluation plans.
- Probationary teachers will meet their mentor and principal to formulate and review their plan. They will be subject to three formal evaluations by the principal.

Year Two: Review

- The teacher will use data they have gathered from their classes to review their plan. Data can include student surveys, test scores, videotaped lesson, lesson plans, samples of student work, reflective journals, etc. This will go in the teacher's portfolio.
- The teacher must review their plan with a peer and have a peer conduct a classroom observation or peer review of a taped lesson. The peer review process will take place through PLC's. Peer review are a required point of contact according to the teacher evaluation law.
- The teacher may be asked to review their goals/plan with their principal. The principal can offer suggestions or provide revisions to the goals/plan. The Principal could do a Three-Minute Walk Through observation. These would be points of contact.
- Probationary teachers will meet their mentor and principal to formulate and review their plan. They will be subject to three formal evaluations by the principal.

Year Three: Summative Assessment

- The principal will conduct a formal observation and construct a summative evaluation that will be shared with the teacher. A teacher who receives an Unsatisfactory Rating on the scoring rubric will be subject to an administrative plan of improvement and additional formal evaluations.
- Probationary teachers will continue to meet their mentor in year three to review their plan and will be subject to three formal summative evaluations by the principal.

Note: At any time during the three-year cycle a tenured teacher may be subject to a formal observation by the principal if deemed necessary in accordance with District Policy and M.S. 2010 Sec 122A.40 Subd. 9

Evaluation Components

Component 1 Teacher Practice 45%

Edgerton bases teacher practice on the Marzano and Hunter models of instruction.

Domains that are assessed under teacher practice include:

1. Subject Matter/Content:

- Content and materials are relevant and appropriate for students.
- Content is sensitive to students' base knowledge, beliefs, and experiences.
- Content is standards based and is clearly defined by outcomes/objective.

2 Instructional Strategies/Methods of Instruction:

- Instruction is differentiated to meet learning styles.
- Teacher checks for understanding.
- Uses technology to enhance student learning.

3 Learning Environment/Classroom Management Strategies:

- Creates a climate that promotes fair and positive social interaction.
- Communicates behavioral expectations to students and establishes consistent standards of behavior.
- Physical environment is safe and conducive to learning.

4 Planning Instruction/Preparation/Objectives:

- Lesson is aligned to goals, standards and objectives.
- Materials necessary to deliver the lesson are prepared in advance.
- Formative and summative assessments are part of the planning process.

5 Professionalism

- Teacher engages in professional development, professional reflection and participates in PLC's.
- Teacher maintains a professional image and meets professional responsibilities.
- Teacher communicates with Peers/Parents/Students/Administration in a professional manner.

The following scoring rubric will be used to assess the five domains. The score from the domain assessment rubric would need to be quantified as a composite score of 1, 2, 3 or 4

Sample Composite Scoring Rubric for Teacher Practices

Domain	Weighted %	Rating Score	Summative Totals
Subject Matter/Content	20%	1 to 4	
Instructional Strategies/Methods of Instruction:	20%	1 to 4	
Learning Environment/Classroom Management Strategies	20%	1 to 4	
Planning Instruction/Preparation/Objectives:	20%	1 to 4	
Professionalism	20%	1 to 4	
	100%	1 to 4	

The domain rating score of 1 to 4 will be multiplied by the domain weight to get a summative score; the summative scores will be added together to get a total average score that will be transferred to the Summative Rubric Table. (See attached Teacher Observation Form)

Component 2 Student Engagement 20%

Student engagement is tracked and quantified through longitudinal data. Data needs to be tracked, quantified and transferred to the Summative Rubric Table. Staff will be required to do a peer observation (see attached review form) and an age appropriate survey (see attached surveys)

The student survey will be scored using a 1 to 3 lykard scale. A survey will be given each year of the cycle.

Sample Survey Scoring Table

Question #	# of Students answering question	Pts Possible 3 x number of students	Add Total Pts Earned for each question	Divide total pts earned by number of students
1	25	75	70	2.8
2	25	75	70	2.8
3	25	75	69	2.76
4	25	75	68	2.72
5	25	75	67	2.68
6	25	75	70	2.8

7	25	75	75	3
8	25	75	64	2.56
9	25	75	72	2.88
10	25	75	72	2.88
Totals	250	750	697	2.78

The survey total score of 2.78 would then need to be converted to 1-4 score as follows.

Average Survey Score	Score
3 - 2.75	4
2.74 – 2.25	3
2.24- 2.0	2
1.9 - 0	1

Component 3 Student Achievement 35%
--

Student Achievement will be measured by using standards based student learning goals set by the teacher for the class

- a) The teacher determines where students are at in the beginning of a term or unit using formative assessments for a given standard.
- b) The teacher teaches the content, build skills and student understanding.
- c) The teacher provides a summative assessment that shows growth.

Class Content Grade Sample Conversion Table

Letter Grade	Number of Students	Rating Score	Score
A	10	4	40
B	12	3	36
C	5	2	10
D	1	1	1
Totals	28		87

In this example the teacher is using summative classroom grades to show performance.

There are 28 students, letter grades are given a rating score of 1, 2, 3 or 4. The number of students earning letter grade from A to D are shown on the table. The total number of students that earn a certain letter grade is multiplied by the rating score. The sums of those scores are added together to get 87.

Divide the total score of 87 by the total number of students (28) to get an overall rating score of 3.1. This score is transferred to Summative Rubric Table under Student Achievement.

Teachers will track achievement data each year of the three-year cycle. Teachers choose what grade, class, subject, unit or standard they plan to track. This will be identified as part of their goals in year one.

A teacher may also 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.

Sample NWEA Conversion Table

RIT Score	Value	# of Students	Score
260-240	4	10	40
239-210	3	15	45
209-190	2	2	4
189-0	1	1	1
Totals		28	90

The total score in this example (90) would be divided by the number of students (28) to get an overall rating score. The remainder would be 3.21. This score would be transferred to Summative Rubric Table under Student Achievement.

Teacher Evaluation Goal Setting Form

Name _____

Date _____

Subject/Grade Area _____

Principal Review Date _____

Peer Review Date _____

Goal Area - Teacher Practice

Goal Area - Student Engagement

Grade 6-12 Class Survey

Please answer the following questions as either **Yes – No – Sometimes**

1) I feel my teacher cares about me as a student and person
Yes No Sometimes

2) My teacher treats me with respect
Yes No Sometimes

3) Students in this class treat the teacher with respect
Yes No Sometimes

4) Our class stays busy and does not waste time
Yes No Sometimes

5) My teacher explains things clearly so I can understand
Yes No Sometimes

6) My teacher uses technology to help the class learn
Yes No Sometimes

7) My teacher encourages us to work together
Yes No Sometimes

8) My teacher expects students to behave
Yes No Sometimes

9) My teacher expects students to think and learn
Yes No Sometimes

10) I feel safe in this class
Yes No Sometimes

Scoring: Yes = 3 Sometimes = 2 No = 1

SURVEY SCORING TABLE

Question #	# of Students answering question	Total Pts Poss. 3 x number of students	Add Total Pts Earned for each Question	Divide total pts earned by number of students
Totals				

Grade K-5 Class Survey

Please answer the following questions as either **Yes – No – Sometimes**

1) I like coming to school

Yes **No** **Sometimes**

2) My teacher helps me learn new things

Yes **No** **Sometimes**

3) My teacher expects me to follow rules

Yes **No** **Sometimes**

4) My teacher expects me to be nice to my classmates

Yes **No** **Sometimes**

5) I feel safe in this class

Yes **No** **Sometimes**

Scoring: **Yes = 3** **Sometimes = 2** **No = 1**

PEER REVIEW

STUDENT ENGAGEMENT

Teacher _____

Subject

Peer Observer _____

Grade Level

Date Reviewed _____

Check Methods Observed:

_____ **Uses Random Questioning**

_____ **Asking Questions based on Depth of Knowledge or Bloom's Taxonomy**

_____ **Randomly, calls on students before they raise their hands**

_____ **Asking students to compare answers with a peer/group work**

_____ **Use of technology as part of the lesson/activity**

_____ **Use of movement or manipulatives**

_____ **Use of humor**

_____ **Use of eye contact to engage or redirect student**

_____ **Use of voice tone or verbal inflection to engage or redirect students**

_____ **Use of a reflective journal**

_____ **Use of follow-up assignments**

_____ **Review of previous learning**

_____ **Use of games as a learning activity**

Number of Methods Observed	Score
5 or more	4
3-4	3
2	2
1	1

EDGERTON ELEMENTARY/MIDDLE/HIGH SCHOOL

TEACHER OBSERVATION/EVALUATION

Teacher: _____

Observer: **Brian Gilbertson or
Keith Buckridge**

Subject observed: _____

Grade level: _____

Observation date: _____

Post-observation date: _____

OBJECTIVES OF THIS OBSERVATION:

1. Subject Matter/Content:

Content and materials are relevant and appropriate for students.

- 1 = Content or material was too easy or too difficult to meet grade level standards.
- 2 = Content or material was at a basic level of acceptability for grade level understanding.
- 3 = Content or material held the students attention and invites questions.
- 4 = Content captured student interest and inspired deeper levels of learning.

Teacher demonstrates mastery of the content.

- 1 = Teacher showed limited understanding of content and lacked the use of examples to engage student learning.
- 2 = Teacher provided adequate knowledge and examples to accomplish grade level learning.
- 3 = Teacher expanded student understanding of the content through multiple examples and engaging questions.
- 4 = Teacher used a variety of examples and various instructional methods to build on past learning and encourage students to connect content to other areas.

Evidence and/or suggestions:

2. Instructional Strategies/Methods of Instruction:

Instruction is differentiated to meet learning styles

- 1 = Teacher showed limited or no understanding of how to differentiate instruction.
- 2 = Teacher provided adequate differentiated instruction through the use of verbal and visual learning methods.
- 3 = Teacher expanded student understanding through multiple forms of differentiated Instruction that engaged students and encouraged age appropriate questioning.
- 4 = Teacher used a variety of differentiated instructional methods to connect students to past learning and encourage students to probe deeper with questions.

Checks for understanding using Bloom's Taxonomy or Depth of Knowledge

- 1 = Teacher failed to engage students with questions or move beyond minimal base knowledge.
- 2 = Teacher asked adequate questions that helped meet the outcomes/objectives of the lesson.
- 3 = Teacher expanded student understanding through multiple forms of questions that engaged students and encouraged questions.
- 4 = Teacher used a variety of age appropriate questions that encouraged the highest levels of thinking and stimulated students to make connections to deeper levels of learning.

Uses technology/learning tools to enhance student learning

- 1 = Teacher failed to engage students with available learning tools/technology
- 2 = Teacher used available learning tools/technology to adequately help students meet the outcomes/objective of the lesson.
- 3 = Teacher used available learning tools/technology to engage students and expand their understanding.

4 = Teacher used available learning tools/technology to encourage students to dig into the content and stimulate the highest levels of thinking appropriate to the student's age level.

Evidence and/or suggestions:

3. Learning environment/classroom management strategies:

Creates a climate that promotes fair and positive social interaction conducive to learning

- 1 = Teacher failed to manage the classroom so learning could take place for all students.
- 2 = Teacher adequately managed the students to keep a orderly classroom in which learning could take place.
- 3 = Teacher managed the classroom in such a way as to engage all students so that learning could take place
- 4 = Teacher managed the classroom so that students take ownership of their behavior and understand their part in helping to make a safe orderly environment in which all can learn.

Creates a safe social environment in the classroom

- 1 = Students behaviors are not addressed or redirected to make it conducive to learning.
- 2 = Students behaviors are addressed and redirected to make it conducive to learning.
- 3 = Classroom expectations are so clear that there is seldom a need to redirect student behavior.
- 4 = Teacher has instilled in the students to take ownership of their behavior to ensure that a sense of collaboration exists.

Evidence and/or suggestions:

4. Planning Instruction/Preparation/Objectives:

Lesson is aligned to goals, standards and objectives

1 = Teacher failed to align the lesson to goals, standards or objectives or explain objectives to students.

2 = Teacher adequately aligned the lesson to goals, standards or objectives.

3 = Teacher clearly linked the lesson to a specific goal, standard or objective and communicated this to students.

4 = Teacher verbally and in writing demonstrated that the lesson was tied to a goal, standard or objective and then linked the goal, standard or objectives to past learning and/or learning in another area.

Materials necessary to the deliver the lesson are prepared in advance.

1 = Teacher failed to prepare materials necessary to deliver the lesson.

2 = Teacher prepared adequate materials necessary to deliver the lesson.

3 = Teacher prepared a variety of materials to help enhance the delivery of the lesson.

4 = Teacher had well prepared materials designed to help differentiate learning, support the goals, standards or objectives and link the lesson to past learning and/or learning in another area.

Formative and summative assessments are part of the planning process

1 = Teacher failed to tie the lesson to a formative or summative assessment.

2 = Teacher adequately linked the lesson to a formative or summative assessment.

3 = Teacher clearly linked the lesson to a formative or summative assessment as means to enhance learning.

4 = Teacher clearly designed the lesson to directly support the connection of student learning to a formative or summative assessment

Evidence and/or suggestions:

5. Professionalism

Teacher engages in professional development and participates in PLC's

- 1 = Teacher fails to engage in professional development or participate in PLC's.
- 2 = Teacher adequately engages in professional development and participates in PLC's
- 3 = Teacher actively engages in professional development and participates in PLC's in an effort to use data to support student achievement
- 4 = Teacher values professional development and demonstrates leadership in PLC's with their peers in joint effort to improve student achievement.

Teacher maintains a professional image and meets professional responsibilities

- 1 = Teacher fails to maintains a professional image and meet professional responsibilities
- 2 = Teacher adequately maintains a professional image and meets professional responsibilities.
- 3 = Teacher engages in opportunities to maintain a professional image and meets professional responsibilities.
- 4 = Teacher takes the lead in setting a high standard of professionalism that clearly demonstrates their understanding of their professional responsibilities.

Teacher communicates with Peers/Parents/Students/Administration in a professional manner

- 1 = Teacher fails to communicate with Peers/Parents/Students/Administration in a professional manner.
- 2 = Teacher adequately communicates with Peers/Parents/Students/Administration in a professional manner.
- 3 = Teacher engages in opportunities to communicate in an effort to maintain a professional image and meets professional responsibilities with Peers/ Parents/ Students/ Administration
- 4 = Teacher is proactively seeking opportunities to communicate with Peers/ Parents/ Students/ Administration in an effort to establish the highest level of professionalism that reflect positively on their teaching and the overall image of the school.

Evidence and/or suggestions:

Summative Comments:

Teacher: _____

Date: _____

Signature

Principal: _____

Date: _____

signature

SUMMATIVE TEACHER EVALUATION REPORT

Teacher _____

Evaluation Cycle From _____ to

Based on the evaluation of measurable components over a 3-year cycle the above named teacher has demonstrated evidence to support the following classification.

Component	Weighted %	Score	Summative Totals
Teacher Practice	45%		
Student Engagement	20%		
Student Achievement	35%		
Total Score			

1.0 to 1.49 Unsatisfactory: lacking the necessary skills to effectively teach at a basic level of performance

1.5 to 2.49 Satisfactory: having the required skills for an acceptable level of performance

2.5 to 3.49 Proficient: having acquired effective teaching skills at consistent level of high performance

3.6 to 4.0 Exemplary: having exceptional teaching skills that are at the highest level of performance

Teacher: _____

Date: _____

Signature

Principal: _____

Date: _____

Signature

Teacher Two Year Plan of Improvement Form

Teacher _____

Improvement Plan Cycle From _____ to

The following plan of improvement has been developed by the principal in an effort to improve teacher effectiveness for the above named teacher. The teacher will be formally observed by the principal during this two-year cycle 3 or more times per year. Additional corrective measures may be added as deemed necessary.

Teacher Practice

Areas of concern

Corrective Action

Student Engagement

Areas of concern

Corrective Action

Student Achievement

Areas of concern

Corrective Action

Teacher: _____

Date: _____

Signature

Principal: _____

Date: _____

Signature

7. Principal Evaluation Plan

ITEM 7- PRINCIPAL EVALUATION PLAN

The Edgerton Principal Evaluation Process aligns with MN Statute 123B.147 and the guidance provided by MDE.

PART I: THE LAW

1. The Superintendent of Schools will annually evaluate principals.
2. The evaluation process is performance-based and designed to enhance the principal's leadership skills in shaping the school's learning environment by improving teaching practices that support student learning and achievement.
3. By law the Principal Evaluation will:
 - a) Address instructional leadership, organizational management, professional development, supervision, evaluation and teacher development.
 - b) Include a formative and summative evaluation.
 - c) Be consistent with the principal's job description and with the goals both of the District and those set by the principal.
 - d) Include on-the-job observation by the Superintendent.
 - e) Include the use of an annual stakeholder survey.
 - f) Use longitudinal data as measure of student academic growth.

- g) Link professional development to improving teaching and learning, curriculum and instruction and a collaborative culture.
- h) When necessary provide a specific plan of improvement to improve the principal's performance and outline consequences if improvement does not occur.

PART II: THE CONTINUOUS IMPROVEMENT EVALUATION FRAMEWORK/PROCESS

The continuous improvement evaluation framework will use a six (6) step process.

1. **GOAL SETTING:** In June or July the principal will establish a set of annual goals they plan to work toward. The goals will be based on five (5) areas of competencies and measured according to the following percentages:
 - a) Mission/Vision 5%
 - b) Instructional Leadership and School Performance 35%
 - c) Human Resource Management 20%
 - d) Professional and Ethical Relationships 20%
 - e) Resource Management 20%
2. **PRE-EVALUATION CONFERENCE:** In August, the principal will meet with the superintendent to review and discuss and if necessary, revise goals.
3. **DATA COLLECTION:** During the school year the principal will collect data on student achievement and conduct a stakeholder surveys as evidence to measure goal attainment.
4. **SUPERVISORS OBSERVATION:** Throughout the school year, on a regular basis, the superintendent will observe and discuss with the principal the various day-to-day activities and operations that are related to the job.
5. **SUMMATIVE EVALUATION CONFERENCE:** In late May or June the principal will write a summative evaluation and meet with the superintendent for a post evaluation conference. This step includes has three (3) parts:
 - a) Principal writes a summary of the annual goals
 - b) The principal writes a self-critique of the principals' effort in reaching those goals and rate according to pre-determined metrics.
 - c) The superintendent holds a conference with the principal and reviews self-critique and then offers feedback and guidance
6. **PLAN OF IMPROVEMENT:** This step is optional and is only used when it is deemed that the principal has not met his/her annual goals. Such a plan is designed by the

superintendent and would include specific areas of improvement and consequences for failure to see improvement in goals as outlined by the Superintendent.

PART III: THE CONTINUOUS IMPROVEMENT PERFORMANCE RATING SYSTEM

The continuous improvement performance rating system will use the following metrics and to quantify and measure performance.

DESCRIPTION SCORE	RATING
Distinguished	4
Accomplished	3
Satisfactory	2
Unsatisfactory	1

For each competency listed the principal will be given a description and rating score of 1 to 4 that will be multiplied the weighted percentage for each competency to yield a total score that will be given a Performance Rating Score.

COMPETENCY SCORE	RATING	PERCENT	
Mission/Vision	3	x .05%	.15
Instructional Leadership 1.05	3	x .35%	
Human Resource Management	4	x .20%	.8
Professional & Ethical Relationships	3	x .20%	.6
Resource Management	4	x .20%	.8
TOTAL SCORE WHEN ADDED			2.6

The total score is applied to the table below to determine the Performance Rating Score. The only time a principal is placed on a plan of improvement is if the score falls below 1.49

DESCRIPTION SCORE	RATING
Distinguished	3.50 – 4.00
Accomplished	2.50 - 3.49
Satisfactory	1.50 – 2.49
Unsatisfactory	1.00 – 1.49

THE PRINCIPAL SELF-ASSESSMENT & GOAL SETTING

Prior to Start of School

Instructions for the Principal:

I: Under each Performance Measure rate the yourself on each specific performance item 1 to 4 based on the following rubric:

1. This item is a significant challenge for me.
2. I am somewhat effective on this item.
3. I am consistently effective on this item.
4. I am extremely effective and consistent on this item.

II: Add supporting evidence and reflections to each Performance Measure.

III: Summarize your overall leadership effectiveness.

IV: Identify goal areas you want to personal work on.

V: Identify the performance goals you have set for your school and the strategies you plan to use to help achieve those goals in the upcoming year.

Instructions for the Superintendent:

I: Review the principal's self-assessment.

II: Meet with principal to discuss the self-assessment and identify area of agreement and any that may need to be changed.

III: Check in with the principal during the school year regarding progress

Performance Measure 1 Mission and Vision	4	3	2	1
a. Engages stakeholder in the development and implementation of a shared vision for student success and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates a commitment to high expectations for student learning and acceptable behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Builds a sense of community, inclusion and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence or reflections in support of rating				
Performance Measure 2 Instructional Leadership	4	3	2	1
a. Collaborates with teachers to examine student data and develop strategic interventions to meet the needs of the student and school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Evaluates the instructional practices and curriculum to ensure students are provided a relevant and rigorous standards based curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Facilitates quality staff development experiences that meet the needs of staff and are based on the needs of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence or reflections in support of rating				

Performance Measure 3 Human Resource Management	4	3	2	1
a. Develops specific action plans with staff to improve student achievement and student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Routinely observes classroom instruction and provides feedback and coaching to improve instruction and classroom management on an informal basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Schedules and provide for the formal evaluation of all staff that uses a process which encourages professional growth, remediation, and/or removal of staff if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence or reflections in support of rating				

Performance Measure 4 Professional/Ethical Relationships	4	3	2	1
a. Models appropriate personal and professional attitudes and behavior that is ethical, respectful and fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Engages in conflict resolution and problem solving strategies in an effort to address issues that are counterproductive and harmful to students and the mission of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ensures that the school and staff are in compliance with local, state and federal laws, standards and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence or reflections in support of rating				

Performance Measure 5 Resource Management	4	3	2	1
a. Improves organization performance by making appropriate use of time, facilities, technology and personnel to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Delegates' appropriate responsibilities and daily supervises management structures to enhance the mission of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Manages the organization and operations to promote student success and maintain a safe and effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence or reflections in support of rating				

PARENT SURVEY

Directions: Please circle your agreement or disagreement with the following statements using the following scale:

5 Strongly Agree

4 Agree

3 Somewhat Agree

2 Somewhat Disagree

1 Disagree

All responses are confidential.

1. Do you feel Edgerton Public School has high expectations for students to learn and achieve?
5 4 3 2 1

2. Do you feel Edgerton Public School has high expectations for students to behave in an appropriate manner?
5 4 3 2 1

3. Do you feel Edgerton Public School curriculum is adequately meeting the academic needs of students?
5 4 3 2 1

4. Do you feel Edgerton Public School curriculum is relevant in the use of 21st Century technology?
5 4 3 2 1

5. Do you feel Edgerton Public School works to provide a safe learning environment?
5 4 3 2 1

6. Do you feel that students at Edgerton Public School have supportive people they can talk with if they encounter an academic or social problem?

5 4 3 2 1

7. Do you feel that the principal at Edgerton Public School is approachable and addresses issues in a fair and consistent manner?

5 4 3 2 1

STAFF SURVEY

Directions: Please circle your agreement or disagreement with the following statements using the following scale:

5 Strongly Agree

4 Agree

3 Somewhat Agree

2 Somewhat Disagree

1 Disagree

All responses are confidential.

1. Do you feel the principal has high expectations for students to learn and achieve?
5 4 3 2 1

2. Do you feel the principal has high expectations for students to behave in an appropriate manner?
5 4 3 2 1

3. Do you feel our school curriculum is adequately meeting the academic needs of students?
5 4 3 2 1

4. Do you feel our school curriculum is relevant in the use of 21st Century technology?
5 4 3 2 1

5. Do you feel the principal works to provide a safe learning environment?
5 4 3 2 1

6. Do you feel that the principal collaborates with staff to provide interventions for students?
5 4 3 2 1

7. Do you feel that the principal routinely observes classrooms and provides informal feedback and coaching to staff?

5 4 3 2 1

8. Do you feel that the principal is approachable and addresses issues in a fair and consistent manner?

5 4 3 2 1

8. [District Testing Plan](#)