

# **FIT Academy**

## **Teacher Development & Evaluation Plan**

### **Updated August 2023**

The goal of the Teacher Development & Evaluation plan is to provide teachers with the feedback, training, and professional development necessary to best serve our students. This plan has been developed in accordance with Minnesota Statute 122A.40.

The plan is based on a modified version of the MDE recommended rubric found at:  
[http://education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=049727&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=049727&RevisionSelectionMethod=latestReleased&Rendition=primary)

**The plan consists of three components**  
Formal Teacher Observation & Evaluation  
Individualized Growth & Development Plan  
Peer Mentoring  
3 Year Review

### **Using Observation & Conversation to Develop & Evaluate Teaching Talent**

#### *FIT Academy Instructional Coaching Process*

- Per quarter, each full-time teacher will be observed and debriefed twice by one of FIT Academy's teacher coaches (the four lead teachers and school administrators)
- Coaches will use the FIT Academy Standards of Teaching (see attached) to observe teachers' practices, to advise teachers toward FIT Academy's standards, to inform the formal evaluation process, and to guide the school's professional development
- Each quarter, FIT Academy administration and instructional leads will determine areas of practical emphasis for focused observation, feedback, and improvement consideration. Coaches will use accordingly focused observation and evidence-collection tools to make processes more efficient and targeted. *FIT Academy coaches will not, however, coach FIT teachers in Domain 3, "Professionalism". For more on how the domain will be monitored and evaluated, see below.*
- FIT Academy instructional leaders will design professional development experiences based directly on results rising from observations of and conversations with teachers. These professional development experiences will be carried out through weekly PLC meetings and the 3-4 *Teacher Labs* per year (to be integrated into existing data days and/or professional development days)

#### *FIT Academy Formal Observation/Evaluation Process*

- To better monitor the practice and growth of FIT Academy teaching staff—and to collect more performance data on newer staff in order to make more effective PD, hiring, and renewal decisions—FIT Academy will be staggering its formal evaluations according to staff experience. This staggering will work as follows, beginning in the 2019-2020 school year:
  - First- and Second-Year Teachers will be formally observed three times per year (divided among administrators), using the full FIT Academy Standards of Teaching rubric (i.e., including Domain 3, "Professionalism").

- Teachers with more than two years' experience but who are new to FIT Academy will be formally observed twice per year (divided among administrators), using the full FIT Academy Standards of Teaching rubric.
- Teachers with more than two years' experience but who have been with FIT Academy for 2+ years will be formally observed once per year (divided among administrators), using the full FIT Academy Standards of Teaching Rubric.
- Observations will be scheduled within a two-week period following a pre-observation meeting. The steps to each observation are as follows:
  - The evaluator will schedule the observation and provide the teacher with a copy of the pre-observation form
  - The evaluator and teacher will schedule a pre-observation planning meeting
  - The pre-observation form & lesson plan should be submitted to the evaluator by the teacher at least 2 days prior to the observation
- The purpose of the planning meeting is to answer any questions that the teacher may have regarding the observation process, plus to discuss the teacher's planning processes, objectives, struggles, etc., and to bring the coaching/development process together into the evaluation process
  - Teacher should bring previous coaching documents to planning meeting
  - The evaluator will review the observation process and answer any questions the teacher may have
  - The teacher will bring a copy of the lesson plan and the pre-observation form for discussion
- The evaluator will perform the observation as scheduled using the FIT Academy Standards of Teaching Rubric
  - The teacher may choose to "reschedule" once at their discretion. The teacher should inform the evaluator of the reschedule as soon as possible
- Within 3 days following the observation, the teacher will provide the evaluator with a copy of the post-observation form
- The evaluator and teacher will schedule a post-observation meeting to take place within 5 days of the observation. The following will be discussed at the meeting:
  - Review of the post-observation form
  - Review of the teacher's reflective scoresheet
  - Review of the evaluator's scoresheet
  - Upon review, the evaluator may modify his/her scoresheet to be presented as the final scoresheet
  - The evaluator shall sign the final scoresheet and present it to teacher. Teacher has 24 hours to sign it and return it. This document then becomes the Formal Evaluation Document moving forward.
  - Teacher may appeal the evaluator's final scoresheet in lieu of signing it as stated below under "Appeal of Evaluation". It is the teachers responsibility to inform by email the evaluator, the Executive Director, as well as the Lead Teacher of intent to appeal within 24 hours.
- The *Formal Evaluation Document* will be filed in the teacher's personnel file and will be used to provide data for the teacher's 3 Year Review.
- Appeal of Evaluation: Teachers who wish to appeal the Formal Evaluation Document must do so by informing the evaluator, the Executive Director, and the Lead Teacher within 24 hours of being presented the Observer's final scoresheet. Failure to reasonably meet this 24 hour deadline for appeal will be construed as acceptance of the document.
- For information on appealing a Formal Evaluation please review the document entitled "Appeal of Employee Evaluation".

### **Peer Mentoring**

All teachers are expected to schedule three peer-mentoring observations during the year. It is recommended to schedule one per trimester. At least one of the three should be performed by the grade-level PLC lead. There is no formal record of peer mentoring and there is no requirement to report the outcome to administration.

### **3 Year Review**

In accordance with Minnesota Statute 122A.40, the school is required to perform a 3 year review of all teachers based on the following data distribution:

- 35% – Growth Measures as determined by MCA scores
- 45% – Teacher Practices as determined by rubric scores
- 20% – Engagement Measures as determined by rubric scores

Please refer to the document entitled *3 Year Review Document* for additional information

### Alternative Portfolio Evaluation

As required by state statute, the school must provide teachers with a portfolio alternative to the evaluation process. This option is available for both the Formal Evaluation Document and the 3 Year Review. **Teachers choosing this must inform the Executive Director in a written email prior to September 15<sup>th</sup> of the applicable year.**

#### Criteria for Evaluation and Review by Portfolio

- Teacher must initiate and provide all documentation meeting ALL criteria and deadlines listed above for teacher Evaluations and 3 Year Review
- Documentation must include teacher and evaluator scoresheets as they relate to teacher observations
- Documentation must include all required data and calculations as they relate to the 3 year Review.

### **Teacher Input & Training**

- The teacher development & evaluation plan will be presented to teachers and open to feedback prior to implementation
- Teachers will be trained in the rubric and the forms prior to observation
- *NOTE: As of October 2019, all FIT Academy teachers have received training and background on the processes stated herein, and have been invited to contribute feedback to the processes.*



## **Standards of Teaching Practice Rubric** (Criteria Only)

### **Domain 1 - Preparation**

- Teacher's planned activities work toward clear learning objectives and specific content standards (which should be named)
- Teacher's planned activities fit into a coherent and logical system of learning activities and objectives
- Teacher's planned activities are appropriately rigorous for students
- Teacher designs activities and materials that account for students' various strengths and needs
- Teacher's planned activities align with what research says about how people learn best
- Teacher accounts for background knowledge students need and has clear plans for how to build this knowledge in students
- Teacher has sound plan of how to assess students' understanding, as well as a plan for how to act on the information gathered from that assessment.

### **Domain 2 - Practices**

#### *Sub-Domain A - Classroom Culture*

- \*\*Teacher's routines and procedures create a classroom culture that is productive
- Teacher's expectations are clear and reasonable, and students respond affirmatively to teacher directives and requests
- \*\*Teacher monitors and provides feedback on student behavior
- Classroom culture encourages positive attitudes toward academic tasks and consistent effort

#### *Sub-Domain B - Instruction*

- \*\*Uses content knowledge to promote learning
- \*\*Communicates learning objectives and content
- \*\*Uses instructional strategies to engage students in learning
- Teacher reviews previous material by referring to it and/or drawing connections between previous material and current content
- To link abstract ideas to concrete examples, teacher provides clear models and examples to illustrate new concepts, new content, and expectations of work quality
- Teacher checks for student understanding through questioning and discussion techniques
- \*\*Teacher uses appropriate pacing and structure
- \*\*Teacher uses formative assessments to inform instruction
- \*\*Teacher provides feedback to advance learning
- Teacher gives students ample opportunities to practice new concepts, actively correcting misconceptions and giving feedback toward success

### **Domain 3 - Professionalism**

- Uses self-reflection to improve instruction
- Uses feedback to improve instruction
- Plans for professional growth
- Participates in professional development
- Collaborates with colleagues regarding student learning
- Contributes to school culture of learning
- Adheres to standards of ethical conduct
- Maintains accurate records
- Completes tasks in an organized and efficient manner
- Communicates with families
- Understands the cultural and linguistic backgrounds of students, their families, and the community