

**TESFA INTERNATIONAL SCHOOL
TEACHER EVALUATION (494)**

I. Purpose

The purpose of this policy is to comply with Minnesota Statute 122A.40, subdivision 8.

II. General Statement of Policy

Charter schools are required to comply with Minnesota Statute 122A.40 that requires school districts to create a teacher evaluation system with the following components:

- (1) individual growth and development plans;
- (2) a peer review process,
- (3) an opportunity to participate in a professional learning community,
- (4) a summative evaluation performed by a qualified and trained evaluation such as a school administrator;
- (5) be based on professional teaching and standards established by rule;
- (6) use longitudinal data on student engagement and connection with other student outcome measure explicitly aligned with the elements of curriculum for which the teacher is responsible;
- (7) use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth to determine 35% of evaluation results;
- (8) be coordinated with staff development;
- (9) include and option for a teacher portfolio;
- (10) give teachers not meeting standards support to improve;
- (11) discipline a teacher for not making adequate progress;
- (12) may include time for peer coaching and elaboration;
- (13) may include mentoring and induction programs; and
- (14) include a three year performance cycle.

Employment at Tesfa International School is "at will", which means that employment may be terminated by either the school or the employee at any time for any reason. There is no contractual agreement between Tesfa International School and an employee specifying or guaranteeing employment for a particular period of time, and an offer letter, benefits policy or handbook policy statements are not intended to be, nor should they be interpreted to be, promises of employment for a definite period of time. No part of this evaluation system precludes the employer from exercising the "at will" portion of any employment agreement.

III. Definitions

"At will" means that employment may be terminated by either the school or the employee at any time for any reason. "Professional learning community" means a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve that

operate under the assumption that the key to improved learning for students in continuous, job-embedded learning for educators.

IV. Teacher Evaluation Components

A. Individual Professional Growth and Development Plan

All licensed teachers at Tesfa International School will set an individual professional growth goal by October 1st of each school year that will be reviewed by their grade level administrator. The teacher must explain how the goal will result in improved student learning at Tesfa International School. Each teacher will review the progress made in meeting the goal in a spring meeting with their grade level administrator.

B. Peer Review Process

Teachers at Tesfa International School will participate in instructional rounds and/or peer observations at least twice each academic school year.

C. Professional Learning Community

Teachers at Tesfa International School will participate in a professional learning community through collaborative staff planning workshop days and grade level meetings.

D. Student Engagement

Longitudinal data regarding student engagement will be collected for each teacher through the following means: student surveys, peer observations, and administrative observations.

E. Test Data

Teachers will collect data from valid and reliable assessments aligned to state and local academic standards. Student success will be measured by the percentage of students who meet MAP growth targets in reading and math. Specific benchmarks for acceptable scores will be determined annually by the administration and communicated to the teaching staff.

F. Staff Development Activities

The administration will survey staff regarding potential staff development activities that will be coordinated with this evaluation process and teacher outcomes.

G. Summative Evaluation

1. The director will prepare a summative evaluation of every teacher on a three-year cycle.
2. The summative evaluation will consider the following components:
 - a. A review of at least 6 formal teaching observations conducted by the school's director over the three year cycle;
 - b. The teacher's self-reflection based on professional standards established in rule (8710.2000 Standards of Effective Practice for Teachers);
 - c. Completion of all other components required in this process.
 - d. Teachers may prepare a portfolio for administrative consideration in the summative review process (optional).

H. Overall Evaluation

1. The administration will keep a record of all components of a teacher's evaluation process.
2. The overall evaluation for each three-year cycle will be based on the following:
 - 65% Summative administrative review
 - 35% Student test data
3. Specific benchmarks for overall acceptable job performance will be communicated to the teachers each fall.
4. The final overall evaluation will be placed in the employee's official performance review file.
5. Teachers with unacceptable job performance will be subject to Tesfa International School Policy 403: Discipline, Suspension, and Dismissal of Tesfa International School Employees.

Adopted: 11/04/14

Revised: