



Teacher Evaluation Guidebook

2015-2016

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Teacher Evaluation in MPS

Vision

MPS strongly believes that a multiple-measure teacher evaluation system is vital toward supporting teachers' professional growth and development. Our vision for this work is that you find direct benefit in participating in self-reflection and professional discussions with your peers and supervisors. This process mirrors evaluation systems at other levels of MPS: ESPs, related service groups, administrators, and central office employees will also participate in evaluations in 2015-16. As a result, we are continually growing and improving as a system in ways that will most effectively meet the needs of all of our students.

Teacher Evaluation Multiple Measures

MPS uses a multiple-measure model that includes classroom observations, student achievement results and student perception surveys. Incorporating multiple measures into the evaluation system produces a fairer, more accurate understanding of a teacher's impact on student learning. Multiple measures give a comprehensive overview of teachers' current practice and are crucial to supporting professional growth and development.

Multiple Measures

MPS Teacher Evaluation is a multiple measure system that provides feedback through:

- Classroom Observations
- Value-Added Reports
- Student Surveys

Classroom Observations

At the heart of MPS' observation process is the belief that quality feedback and reflection are required for professional growth and development. During observations, observers collect objective information about instruction and student learning and align this information to elements on the Standards of Effective Instruction rubric. After the observation, the teacher and observer participate in a post-conference where they discuss feedback and next steps. This process:

- Offers numerous opportunities for teachers to participate in dialogue about practice
- Provides uniformity in observation requirements across MPS

- Allows observers to provide frequent, concrete feedback to teachers about their performance against a clear, detailed performance rubric
- Informs professional development needs
- Represents one of multiple measures that will be seen in the multiple measures summary report

Classroom teachers will participate in four observations with certified observers. The observation model is differentiated for probationary and tenured teachers:

- All probationary teachers will receive a full observation each year.
- Tenured teachers will receive a full observation every third year. Additional observations may be conducted outside of the observation model if additional support is needed.

Observation Types

2015-16 Observation Model

Observation Types			
Name	Characteristics	Observer type*	Time estimate includes all components of the observation including classroom instruction, forms and conferences
Full Observation	Full rubric, full lesson, announced, pre-conference, post-conference	Primary observer	Observer= 3-5 hrs Teacher= 3-5 hrs
Focused Observation	Focused area of rubric, full lesson, announced, pre-conference, post-conference	Secondary observer	Observer= 2-3 hrs Teacher= 2 hrs
Short Observation	Observed areas of rubric, partial lesson, unannounced, post-conference	Primary and Secondary observers	Observer= 1.5-2 hrs Teacher= 1 hr

*A primary observer is a school administrator.

*A secondary observer is a certified observer

Full Observation Overview

Each tenured MPS teacher will participate in one full observation every third year with a school or program administrator. Each probationary teacher will participate in a full observation every year. A full observation includes a pre-conference and a post-conference. At the pre-conference, the teacher and observer meet to discuss the classroom, the planning and preparation that went into the lesson and the lesson details. The administrator then observes a full lesson using the entire rubric. Shortly (one to three days) after the observation, the teacher and observer meet to discuss the lesson. These post-conferences can last anywhere between 20-45 minutes.

Focused Observation Overview

First-year teachers will participate in one focused observation with a secondary observer. Each first-year teacher will select four or more elements from the rubric to focus on for the focused observation. A focused observation includes a pre-conference and a post-conference. At the pre-conference, the teacher and observer meet to discuss the teacher's focus, the classroom, the planning and preparation that went into the lesson and the lesson details. The secondary observer observes a full lesson using the selected portion of the rubric. These post-conferences can last anywhere between 20-45 minutes. The only difference between the sequence of steps for the focused observation and the full observation is that teachers are not required to fill out the pre-conference form; however, they need to select their focus elements prior to the pre-conference.

Short Observation Overview

Teachers will participate in 1-2 short observations with a school or program administrator and 1-2 short observations with a secondary observer. A short observation is similar to an informal observation—observers come to the classroom unannounced to look for areas of growth determined by the teacher and the observer. The observer observes 15-20 minutes of a lesson using the rubric. Shortly after the observation, the teacher and observer discuss the lesson. These post-conferences can last anywhere from 15-30 minutes.

Observation Timeline – 2015-2016

In the 2015-2016 school year, there won't be a specific timeline for each round of observations – rather, school leadership teams will schedule the appropriate number and type of observations on a timeline that works best for their school. The only stipulation is that each observation must be separated by at least 4 weeks – this helps to spread the observations out across the year, and also allows the teacher enough time to incorporate feedback into their practice, before the next observation. Inter-Rater Reliability Observers (IRRs) will work with each school leadership team to build a schedule of observations for your school. Planning the observation schedule in advance can help facilitate the process of completing all the observations in a timely fashion.

Primary and Secondary Observer Overview

Primary Observers	Secondary Observers
Principals	PAR Mentors
Assistant Principals	Instructional Specialists
Program Administrators	Administrative TOSAs
District Program Administrators*	SOEI Certified Classroom Teachers
Administrative TOSAs*	Other certified educators and district admin
Retired Principals	Inter-Rater Reliability Observers
POSAs	
Inter-Rater Reliability Observers	

* Primary observers may be accompanied by other certified observers such as content leads and special education program facilitators. The Primary observer must notify the teacher when additional observers will be present during the observation.

Observation Track Overview

During 2015-16, teachers will be divided into observation tracks to balance observer workload across the year. Tracks determine the order in which teachers will receive observations. Track assignments are visible in eCompass. Below are the tracks teachers will be assigned to for the 2015-16 school year.

Teacher Observation Tracks (S) = Secondary Observer, (P) = Primary Observer

Track	Observation 1	Observation 2	Observation 3	Observation 4	Who is in this track?
1	Focused (S)	Full (P)	Short (S)	Short (P)	All 1 st -year teachers
2	Full (P)	Short (S)	Short (P)	Short (S)	All 2 nd - and 3 rd -year teachers plus 1/3 of tenured teachers
3	Short (S)	Short (P)	Short (S)	Short (P)	All remaining tenured teachers

Observation Track and Observer Assignment Protocol

Initial Assignments

All teachers are assigned an observation track, a primary observer and a secondary observer for the year. In August, the teacher evaluation team will make initial assignments. Below are the guidelines for initial assignments:

- All teachers with PAR mentors will be assigned their PAR mentor for their secondary observer
- 1st-year teachers will be placed in track 1
- 2nd-year and 3rd-year teachers will be placed into track 2
- Newly-tenured teachers will be assigned to Track 2, the full observation cycle, and will receive a full observation every third year after that

Quick Facts: Tracks and Observers

A “track” represents your combination of observations for the year.

Administrators assign primary observers to teachers.

Teachers may select their secondary observer (where there are several at a site).

- Tenured teachers who were in a full cycle last year will be in Track 3 in 2015-16
- Half the tenured teachers who did NOT receive a Full observation last year will be randomly assigned to Track 2.
- The other half of tenured teachers, who did NOT receive a Full observation last year (and were not randomly assigned to Track 2), will be assigned to Track 3 in 2015-16, and will be assigned to Track 2 in 2016-17.

FTE, Concurrent Employment, and Late Hires Guidelines

Below are guidelines for teachers who have less than 1.0 FTE, are late hires and/or have concurrent assignments.

FTE

1.0 to .5 FTE	4 observations—depends on track assignment
Less than .5 FTE, Greater than .2FTE	2 short observations (primary observer)
.2 FTE or below	1 short observation (primary observer)

Concurrent Employment

If you are a teacher employed in multiple buildings, Human Resources designates one of the sites as your primary site. All observations will be completed at your primary site. Your primary site is the location listed in eCompass.

Late Hires

The teacher evaluation team will receive a weekly update on newly hired teachers throughout the year. These teachers will be automatically assigned a track based on the criteria below. A member from the teacher evaluation team will contact a site administrator for the proper primary observer assignment. Late hires will not be differentiated by probationary and tenured status.

Hire Date	Number and Type of Observations
November 1-January 15	3 observations: 1 full and 1 short observation (primary observer), 1 focused observation (secondary observer)
January 15- March 15	2 observations: 1 full and 1 short observation (primary observer)
March 15- May 1	1 observation: 1 full observation (primary observer)
After May 1	No Observations

eCompass Observation Documentation

All documentation of the observation process takes place in eCompass, the online observation and professional development system (ecompass.truenorthlogic.com) Use your MPS username and password to login to the eCompass system. More information for navigating eCompass is available by clicking the resource tab in eCompass.

Teacher Documentation

Teachers fill out two electronic forms in eCompass, a pre-conference guide and a reflection guide. Teachers also view the observer evidence and performance levels in eCompass

- The pre-conference guide is **only required for the full observation**, and is encouraged for the focused observation. The pre-conference guide gives teachers an opportunity to provide specific information about how he or she has planned and structured the lesson. It also allows a teacher to help the observer understand the class and its unique dynamics. (Each school's instructional leadership team decides whether they will require pre-conference guides for focused observations.)
- The reflection guide is required for both the full and focused observation. The reflection guide consists of three questions that ask the teacher to reflect on the observed lesson and self-assess on the rubric elements. Teachers answer the three questions and provide performance levels for applicable elements. No other documentation is necessary.
- Lesson plans are not a required element of the observation process, but can be a useful way to provide additional information beyond the questions in the pre-conference guide. MPS does not have a standard lesson plan template; there are a variety of lesson plan templates in the resources section of eCompass that teachers can use if they choose to complete one. Submitting a lesson plan supports the observers ability to give meaningful feedback on the indicators in Domain 1.

Observer Documentation

Observers collect evidence, sort evidence by element, assign performance levels to elements and provide feedback in eCompass. Below are key considerations for observer documentation.

- Evidence collected must be objective
- Elements should only be assigned performance levels if there is adequate evidence
- Performance levels should be selected based on the preponderance of evidence (the evidence that is most representative of the lesson)
- Evidence (but not Performance Levels) should be shared with the teacher prior to the post-conference
- Performance levels and feedback should be shared at the post-conference; the finalized scores and next steps will be shared during and/or after the post-conference

Value-Added Reports

“Value-added” is a term used to describe a specific type of student growth measurement. Value-added reports look at each student’s starting point coming into a teacher’s class, then compare individual students’ performance at the end of the year to those of similar MPS students.

Because value-added reports focus on how students perform compared to other students with similar prior achievement and characteristics (as opposed to simply comparing proficiency levels), the information is meant to provide a fair way of comparing student achievement across MPS.

MPS is partnering with the University of Wisconsin’s Education Analytics (formerly Value-Added Research Center, or VARC), which is nationally recognized in the field of value-added analysis. MPS is working with Education Analytics to ensure accuracy and reliability within the value-added reports for schools and for individual teachers.

In the fall of 2015, MPS will provide individual value-added reports for teachers of students in grades and subjects that use MCA and MAP assessments.

All value-added reports will be based on student learning for the 2014-15 school year. Based on feedback received during the pilot year of value-added, teachers receiving value-added reports will also receive supplemental reports that provide detailed information about students’ growth and proficiency levels.

Classroom-level value-added data will be shared with individual teachers and school administrators.

What to expect for 2015-16...

Teachers in tested grades will receive their value-added reports in late September

These reports will be accompanied by supplemental student achievement and strand level information where available.

Administrators will receive aggregate, school-level data and individual teacher data.

Student Perception Surveys

Student surveys allow students to share their experiences of classroom life and teacher practice. Surveys provide data that can drive reflection, professional development, and growth at the teacher and school level. In 2015-16, MPS teachers will survey students about their classroom experience.

MPS Student surveys come in 3 versions: Kindergarten to 2nd grade; 3rd grade to 5th grade; and 6th grade to 12th grade. We anticipate making an online version survey available, as well as a paper version. Each site will have a Survey Coordinator (assigned by the school leadership team) who will have the most up-to-date information about the logistics of administering the different versions of the survey.

Surveys will be translated into Hmong, Somali, and Spanish, and will come with audio translations for the online versions.

The survey window will be open for three weeks in December 2015. Teachers will be able to decide when to administer surveys within this timeframe.

Individual class reports will be available to teachers who give the survey online immediately following survey administration. Detailed reports with school and district comparison will be provided several weeks after the administration window has closed. Teachers who choose to use paper surveys will receive their results in their own student survey report.

What to expect for 2015-16...

Each classroom teacher will survey one of his or her classes during a three-week survey window in December. Teachers will receive their individual class results immediately following administration. Several weeks after the administration window closes, teachers will receive detailed reports with school and district comparison data.

Administrators will receive aggregate, school-level data and individual teacher reports.



Multiple Measures Summary Report (MMSR)

Multiple measures are critical for generating a comprehensive picture of teacher effectiveness. All observation data, value-added data and student survey data will be assembled into one report that is seen by teachers and administrators.

This report will be delivered by February 2016. Teachers will have opportunities to see student survey and value-added data as soon as it is available, while administrators will not see this information until it can be compiled into the MMSR. This helps to reinforce the importance of multiple measures and not looking at any one teacher evaluation measure in isolation. Value-added scores can be found in your MMSR, which can be accessed on eCompass, in the *My Observations* tab, in the *Reports* container in your evaluation plan.

The MMSR is meant to drive professional conversations about practice by providing information from the different teacher evaluation measures.

Engagement and Feedback Opportunities

Teacher input and feedback is critical to the success of MPS' teacher evaluation system. There are multiple ways to get involved and we are always open to new ideas for engaging teachers.

Q Comp and Teacher Evaluation Advisory Group

This group of 30 teachers advises on the design and implementation of the teacher evaluation system. Meetings are held once a month. Openings are available for 2015-16. Please email the Teacher Evaluation Team (tequestions@mpls.k12.mn.us) if you would like to apply.

Feedback Surveys

Several times throughout the year, teachers are encouraged to fill out an anonymous observation feedback survey. A link to this survey will be sent out after every observation round. During late fall and early April, teachers will also have the opportunity to provide feedback to their specific observers by filling out a survey. Your feedback is greatly appreciated.

Additional Informational Resources

There are also two key places to find additional detailed information and learning resources regarding the Teacher Evaluation process: eCompass and the Teacher Evaluation intranet site.

The [Teacher Evaluation](https://staff.mpls.k12.mn.us/Depts/TE) website (<https://staff.mpls.k12.mn.us/Depts/TE>) contains a number of useful resources and will be kept up-to-date throughout the school year.

Also, in eCompass, click on the Observation Resources tab to find the SOEI Rubric, Lesson Plan Templates, and other useful information about the Teacher Evaluation process.

Teachers Included in 2015-16 Evaluation Measures

Teachers Receiving SOEI Observations*	Teachers Receiving Value-Added Report (based on 2014-15 data)	Criteria for Reporting Student Survey Data
Tchr, Music Tchr, Theatre/Dance Tchr, Business Tchr, Bilingual/Bicultural Tchr, Driver & Traffic Safety Tchr, Industrial Technology Tchr, Technology Tchr, Elementary Tchr, English Second Language Tchr, English Tchr, World Languages Tchr, American Indian Language Tchr, Health Tchr, Physical Education Tchr, Reading Tchr, Math Tchr, Media Tchr, Science Tchr, Art Tchr, Social Studies Tchr, Special Education Tchr, ECFE Tchr, High Five Tchr, Preschool—Three School	Teachers will receive a value-added report if they fit either (or both) of the following criteria: <ul style="list-style-type: none"> • Teachers who taught math at Minneapolis Public Schools, in grades 1 through 9, in 2014-2015 (either as primary or as supplementary instructors). • Teachers who taught reading at MPS, in grades 1 through 10, in 2014-2015 (either as primary or as supplementary instructors). 	We ask that all K-12 teachers conduct the Student Survey, and allow teachers to use their discretion for students with significant special needs. <p>To protect the confidentiality of teachers and students, the following criteria are taken into account before publishing Student Survey data:</p> <ul style="list-style-type: none"> • Teachers with fewer than 10 student responses will not receive an individual-level report • Schools with fewer than 5 teachers conducting the survey will not have a report published

* - This list of teaching positions is not exhaustive. Some teaching positions not listed here have other evaluation processes that align with their job functions. Examples of these teachers with role-specific evaluations include: counselors, social workers, teachers on special assignments, psychologists, nurses, audiologists, speech language pathologists, adaptive physical education, occupational/physical therapists, and district program facilitators.

Critical Topics Contact List

For Questions About...	Contact	Telephone	Email
Focused Instruction	Tina Platt	612-668-0378	Tina.Platt@mpls.k12.mn.us
Classroom for Success	Maunghi Pearson	612-668-0094	Maunghi.Pearson@mpls.k12.mn.us
eCompass General Support	Monika Hoffman	612-668-0547	Monika.Hoffman@mpls.k12.mn.us
ESP evaluation	Michael Kurhajetz	612.668.0179	Michael.Kurhajetz@mpls.k12.mn.us
Teacher Evaluation: Observations, eCompass for SOEI, Value-Added Student Surveys	Michael Kurhajetz	612.668.0179	Michael.Kurhajetz@mpls.k12.mn.us or TEQuestions@mpls.k12.mn.us
SOEI Certification	Paul Hegre	612-668-5383	Paul.Hegre@mpls.k12.mn.us
Q Comp	Emily Olson	612-668-0501	Emily_R.Olson@mpls.k12.mn.us
Peer Assistance and Review (PAR)	Mallory Wessel	612-668-0537	Mallory.Wessel@mpls.k12.mn.us
Instructional Specialists	Carey Seeley	612-787-8019	Carey.Seeley@mpls.k12.mn.us
PDPLC	Karen Hayden	612-310-2299	Karen.Hayden@mpls.k12.mn.us
eCompass—course creation and registration	Jennifer Bartels	612-668-3966	Jennifer.Bartels@mpls.k12.mn.us
Steps and Lanes	Jennifer Stedje	612.668.0589	Jennifer.Stedje@mpls.k12.mn.us



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