

**Human Resources Committee**  
Duluth Public Schools, ISD 709

Agenda

Monday, June 9, 2014  
District Services Center  
709 Portia Johnson Dr.  
Duluth, MN 55811  
4:15 PM

<b>1. Staffing Report Action Items</b>	<b>2</b>
<b>2. Other Action Items</b>	
A. *Placeholder - Resolution #HR-6-14-3187 Termination of Certified Long-Term Substitutes	5
B. *Placeholder - Resolution #HR-6-14-3186 Termination of Certified Probationary (Non-Tenured) Staff	6
C. *Placeholder - Resolution #HR-6-14-3185 Termination of Certified Tenured Staff	7
D. *Placeholder - Approval of Assistant Superintendent Individual Contract	
E. *Placeholder - Approval of a new position Civic Engagement Coordinator, District Wide	8
F. *Placeholder - Approval of Teacher Development and Evaluation Document	11
<b>3. Informational Items</b>	
A. Policy 9045 - Negotiating Committee Review	28
<b>4. Future Items</b>	
A. <i>There are no HR Future Items at this time.</i>	

**HUMAN RESOURCES ACTION ITEMS FOR: 6/17/14**

<b><u>CERT APPOINTMENT</u></b>	<b><u>POSITION/SITE/CLASS&amp;STEP/REPLACING</u></b>	<b><u>EFFECTIVE DATES</u></b>
AAGENES, STEPHANIE	SPEC EDUCATION DCD III/ORDEAN EAST, IV 8 REALLOC OF FTE	08/27/14
BACZKIEWICZ, ELIZABETH	SCHOOL SOCIAL WORKER/DW, IV+30 9, R. KRISAK	08/21/14
CARY, MICHAEL	DIR OF CURR AND INSTRUCTION/DW, 40/52 WKS,\$117,340.00, NEW POS BRD APPRV 4/22/14	07/01/14
DEVRIENDT, CALLIE	SCHOOL SOCIAL WORKER/DW, IV 7, C. JOHNS-GIESEN	09/15/14
HENDERSON, LYNN	.925 EARLY CHILDHOOD/PARENT EDUC/DW, III 8, E. DAVIS	08/27/14
JAROS, JENNIFER	EARLY CHILDHOOD PROGRAM COORD/TOSA/DW, IV 9, B. FARRELL	08/27/14
JOURDAIN, GORDON	KINDERGARTEN OJIBWE IMMERSION/LOWELL, IV 9, REALLOC OF FTE	08/27/14
KLEINSCHMIDT, MARIE	SPEC EDUCATION DCD III/EAST, IV+45, 4, R.MCDONALD	08/27/14
MANSON, CHRISTINA	SPEC EDUCATION ECSE 3-5 OUTREACH/DW, III 4, D. SWENSON	08/27/14
MILLER, MIRANDA	SPEC EDUCATION ASDIII/EAST, III 3, H. LYLE	08/27/14
NETLAND, LINSDAY	SPEC EDUC ECSE B-2/DW, IV 2, L. MARTINSON	07/01/14
NORGARD, ALLISON	SPEECH LANG PATH/DW, IV 7, D GRONSETH	08/27/14
NUTTING, GARDNER	SPEC EDUCATION DCD/SMI III/DENFELD, III+30 8, R. HERRING	08/27/14
POWERS, CORRIE	.8 SCHOOL NURSE/DW, III 2, J JOHNSON	08/27/14
RAY, COURTNEY	SPEC EDUCATION EBD RESOURCE/LINCOLN, III 3, REALLOC OF FTE	08/27/14
SCHEIB, DINA	SPEC EDUCATION ECSE 3-5 OUTREACH/DW, IV 9, M. OLEK	08/27/14
SEVILLA, LYNNELIZ	SPEC EDUCATION DCD/SMI III/EAST, IV 9, J.KANDEL	08/27/14
STORK, JEFF	SPEC EDUCATION EBD/WOODLAND HILLS ACADEMY, IV 8, C. BERGMAN	08/27/14
WILLIAMS, JACINDA	SPEECH LANG PATH/DW, IV 6, S. PANASUK-ZIFKO	08/27/14
<b><u>*PLACEHOLDERS</u></b>		
Total: 18		
<b><u>CERT COCURRICULAR</u></b>	<b><u>POSITION/LOCATION/EFFECTIVE DATE/STIPEND</u></b>	<b><u>EFFECTIVE DATES</u></b>
FORD, TED	SOPHOMORE CLASS ADV/EAST, 13/14, \$574.00, RESCINDED	
NACHBAR, CATHERINE	.5 ACADEMIC CLUB/SFTF/EAST, 13/14, \$451.50	
NYGAARD, WILLIAM	SOPHOMORE CLASS ADV/EAST, 14/15, \$574.00	
VELNER, TIMOTHY	.5 ACADEMIC CLUB/ROBOTICS/EAST, 13/14, \$451.50	
Total: 4		
<b><u>CERT LEAVES</u></b>	<b><u>POSITION/LOCATION/LEAVE TYPE</u></b>	<b><u>EFFECTIVE DATES</u></b>
BOLINE, BARBARA	BASIC SKILLS/MATH/MYERS-WILKINS, P#4125, W/O PAY, CHANGE IN DATE	08/27/14 12/09/14
OSTHUS, CHRISTINE	MATH/EAST, P#4125 .2 W/O PAY, CHANGE IN DATE	08/27/14 06/05/15
PULKRABEK, NANCY	GR 1/MACARTHUR, P#4125, W/O PAY	08/27/14 06/05/14
Total: 3		
<b><u>CERT LONG TERM SUB</u></b>	<b><u>POSITION/LOCATION/CLASS &amp; STEP/REPLACING</u></b>	<b><u>EFFECTIVE DATES</u></b>
KNUTSON, MATTHEW	GR 3/LESTER, III 1, J SIMS	05/09/14 06/06/14
MOREAU-SHAW, PATRICIA	GR 1/PIEDMONT, III 2, E KERSTING-PETERSON	04/15/14 05/30/14
Total: 2		
<b><u>CERT PERM INCREASE</u></b>	<b><u>POSITION/LOCATION/CONDITION</u></b>	<b><u>EFFECTIVE DATES</u></b>
ANDERSON, MEGAN	EBD/LINCOLN, .5 TO 1.0	08/27/14
Total: 1		
<b><u>CERT RESIGNATION</u></b>	<b><u>POSITION/LOCATION</u></b>	<b><u>EFFECTIVE DATES</u></b>
DARVELL, MEGAN	LD/MYERS-WILKINS	06/06/14
KANDEL, JILL	SPECIAL ED DCD-SETTING III/EAST	06/06/14
Total: 2		
<b><u>NONCERT APPOINTMENT</u></b>	<b><u>POSITION/LOCATION/WEEKS/RATE OF PAY/REASON</u></b>	<b><u>EFFECTIVE DATES</u></b>
GANDT, JULIE	COMM SCH BLDG/PROG COORD/ORDEAN EAST, \$909/WK, M CHABOT	05/19/14
STRATIOTI, DIANA	OFF SUP INTERMEDIATE/HOCHS/SPECIAL SERV, TEMPOS, N VEGA, \$17.66/HR	05/22/14 11/26/14
Total: 2		
<b><u>NONCERT DEMOTION</u></b>	<b><u>NEW POSITION/LOCATION/OLD POSITION/LOCATION/RATE OF PAY</u></b>	<b><u>EFFECTIVE DATES</u></b>
CAMERON, WILLIE	SPEC ED STUDENT SPEC MALE REQ/DENFELD,COMM LIAISON/LINCOLN, \$16.71/HR	08/27/14
Total: 1		

<u>NONCERT EXTENSION</u>	<u>POSITION/LOCATION/LENGTH</u>	<u>EFFECTIVE DATES</u>
ANSETH, BETTY	SPEC ED PROG PARA/MERRCRK, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
BECK, ELIZABETH	SPEC ED PROG PARA/WOODLAND HILLS, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
BENSON, SANDRA	OFF SUP SENIOR/HOCHS/TECHNOLOGY, NOT TO EXCEED 120 HRS	06/23/14 08/08/14
BERGUM, DIANE	SPEC ED PROG PARA/CHESCRK, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
BLEVINS, SHARIE	OFF SUP INTERMEDIATE/BARNES ECFE, NOT TO EXCEED 40 HRS	06/16/14 08/15/14
CONLEY, KELLEY	MISA/PARA/ALC, NOT TO EXCEED 480 HRS	06/09/14 08/26/14
JOHNSON, MICHELE	SUPV PARA/ALC, NOT TO EXCEED 80 HRS	06/17/14 08/20/14
KNAUSS, SUSAN	OFF SUP SPECIALIST/CHESCRK, NOT TO EXCEED 40 HRS	06/16/14 07/17/14
KORSGAARD, KATHARINE	SPEC ED PROG PARA/CHESCRK, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
MCCLERNAN, SHARON	OFF SUP SPECIALIST/WOODLAND HILLS, NOT TO EXCEED 40 HRS	06/16/14 07/17/14
OMAN, MARGARET	SPEC ED PROG PARA/MERRCRK, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
PADDOCK, DAVID	SPEC ED PROG PARA/CHESCRK, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
RICHARDS, SUSAN	EXECUTIVE ASST/BARNES, NOT TO EXCEED 120 HRS	06/23/14 08/08/14
RUDH, BARBARA	SPEC ED PROG PARA/MERRCRK, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
SISLO, KATHRYN	OFF SUP INTERMEDIATE/WOODLAND HILLS, NOT TO EXCEED 130 HRS	06/16/14 07/17/14
STABE, GWEN	MISA/BARNES HDST, NOT TO EXCEED 99 HRS	06/09/14 08/26/14
STINGL, KATHRYN	SPEC ED PROG PARA/MERRCRK, NOT TO EXCEED 80 HRS	06/16/14 07/17/14
URBANIAK, JOAN	SUPV PARA/LINCOLN, NOT TO EXCEED 35 HRS	06/09/14 06/20/14
VANDELL, BRENDA	OFF SUP SENIOR/ALC, NOT TO EXCEED 65 HRS	06/23/14 08/08/14
Total: 19		

<u>NONCERT LEAVES</u>	<u>POSITION/LOCATION/TYPER OF LEAVE</u>	<u>EFFECTIVE DATES</u>
CARLSON, SUSAN	HELPER/DENFELD, 'A' PERSONAL, W/O PAY	06/04/14 06/06/14
FILLMORE, JOHN	SPECIAL ED BW PARA/ORDEAN, 'A' MEDICAL, W/O PAY	04/16/14 04/25/14
LEWANDOWSKI, LEEANN	INSTR PARA/PIEDMONT, 'B' LOA, CHANGE IN DATES	04/14/14 06/06/14
LUNDGREN, KATHLEEN	BUS HELPER/TRANSPORTATION, 'A' MEDICAL, W/O PAY, TO BE DETERMINED	04/16/14
MCKOWSKI, KELLIE	SATELLITE MGR I/LINCOLN, 'A' PERSONAL, W/O PAY	05/21/14 05/23/14
SANDEFER, HOLLY	SPEC ED PROG PARA/PIEDMONT ECSE, 'A' PERSONAL, W/O PAY	05/05/14 05/12/14
Total: 6		

<u>NONCERT PERM DECREASE</u>	<u>POSITION/LOCATION/CONDITION</u>	<u>EFFECTIVE DATES</u>
ANSTETT, DIANA	INTEGRATION SPECIALIST/INDIAN ED/BW, .625 TO .5	09/01/14
BLAZEJAK, JENNIFER	SPEC ED PROG PARA/STOWE, .8125 TO .78125	08/27/14
KESTI, SHAREN	SPEC ED PROG PARA/CHESTER CREEK ACADEMY, .78125 TO .75	08/27/14
SMITH, CHARLES	INTEGRATION SPECIALIST/DW/INDIAN ED, .625 TO .5	09/01/14
Total: 4		

<u>NONCERT PERM INCREASE</u>	<u>POSITION/LOCATION/CONDITION</u>	<u>EFFECTIVE DATES</u>
BAUMGARTH, GEORGIA	SPECIAL ED PROG/JOB COACH PARA/DW, .5 TO .6	08/27/14
BUETTNER, MOLLY	SPECIAL ED PROG PARA/ORDEAN EAST, .78125 TO .8125	08/27/14
CAMPBELL, JAMES	SPECIAL ED PROG/JOB COACH PARA/DW, .5 TO .6	08/27/14
CIURLEO, VERONICA	SCHOOL BUS DRIVER II/TRANSPORTATION, .875 TO 1.0	05/01/14
GULAN, SARAH	INSTR PARA/LESTER SCHOOL READINESS, .4375 TO .55	08/27/14
LARSON, MARTIN	SCHOOL BUS DRIVER II/TRANSPORTATION, .875 TO 1.0	05/01/14
LATOUR, STEVEN	SCHOOL BUS DRIVER II/TRANSPORTATION, .625 TO .75	05/01/14
LUCIA, GARY	SCHOOL BUS DRIVER II/TRANSPORTATION, .625 TO .75	05/01/14
MAKOWSKI, KAREN	SPECIAL ED PROG/JOB COACH PARA/DW, .5 TO .6	08/27/14
OLESIK, GENEVIEVE	BUS HELPER/TRANSPORTATION, .875 TO 1.0	05/01/14
OLSON, SARAH	SPEC ED PROG PARA/STOWE, .4375 TO .78125	08/27/14
PETERSON, RONALD	SCHOOL BUS DRIVER II/TRANSPORTATION, .625 TO .75	05/01/14
PIERCE, DIANE	SCHOOL BUS DRIVER II/TRANSPORTATION, .875 TO 1.0	05/01/14
REDEPENNING, ALLISON	INSTR PARA/BARNES HDST, .4375 TO .975	08/27/14
RONINGEN, JUDY	SPECIAL ED STUDENT SPEC PARA/LINCOLN, .4375 TO .8125	08/27/14
SIMONSON, HOLLY	SCHOOL BUS DRIVER II/TRANSPORTATION, .875 TO 1.0	05/01/14
TULLGREN, WENDY	SPECIAL ED PROG/JOB COACH/DW, .5 TO .6	08/27/14
URNES, SUSAN	SPECIAL ED BW PARA/DENFELD, .78125 TO .8125	08/27/14
WATERS, LINDA	SPECIAL ED PROG/JOB COACH PARA/DW, .5 TO .6	08/27/14
WILLIAMS, CORAL	SPECIAL ED STUD SPEC/ORDEAN EAST, .5 TO .875	08/27/14
Total: 20		

<u>NONCERT PROMOTION</u>	<u>NEW POSITION/LOCATION/OLD POSITION/LOCATION/RATE OF PAY</u>	<u>EFFECTIVE DATES</u>
ANDERSON, KAREN	SPECIAL ED PROG PARA/ORDEAN, INSTR PARA/LESTER ECFE, \$15.73/HR	08/27/14
MASSIE, BEVERLY	SPECIAL ED PROG PARA/EAST, SUPV PARA/EAST, \$15.84/HR	08/27/14
WALDRIFF, TRACY	INSTR HDST PARA/DW/STOWE, INSTR ECFE PARA/WASH CTR, \$15.73/HR	08/27/14
Total: 3		
<u>NONCERT RESIGNATION</u>	<u>POSITION/LOCATION</u>	<u>EFFECTIVE DATES</u>
CARTER III, DAVID	INTEGRATION SPECIALIST/MYERS-WILKINS	05/01/14
TRONTVET, LEAH	COMMUNITY ED LATCHKEY SUPV/CONGDON	05/16/14
Total: 2		
<u>NONCERT RETIREMENT</u>	<u>POSITION/LOCATION</u>	<u>EFFECTIVE DATES</u>
NETLAND, NANCY	INSTR PARA/LESTER	08/01/14
OLNESS, GORDE	AUTO MECHANIC/TRANSPORTATION	06/30/14
Total: 2		
<u>NONCERT TEMP DECREASE</u>	<u>POSITION/LOCATION/CONDITION</u>	<u>EFFECTIVE DATES</u>
GANDT, JULIE	COMM SCH BLDG/PROG COORD/ORDEAN EAST, 1.0 TO .3	05/19/14 05/30/14
Total: 1		
<u>NONCERT TEMP INCREASE</u>	<u>POSITION/LOCATION/CONDITION</u>	<u>EFFECTIVE DATES</u>
GUNDERSON, JAMES	SPECIAL ED PROG PARA/EAST, .78125 TO .938, CHANGE IN DATES	12/01/14 04/04/14
Total: 1		

## RESOLUTION

### **RE: Termination of Certified Long-Term Substitutes**

**WHEREAS**, the School Board desires to provide notice that long-term substitute teaching positions terminate on the date specified in the individual substitute teacher's contract or at the conclusion of the school year, whichever is earlier;

**NOW, THEREFORE, BE IT RESOLVED** by the School Board of Independent School District No. 709, St. Louis County, Minnesota, that the employment of all long-term substitute teachers, including those listed below, shall terminate effective at the end of the school day on June 6, 2014, unless another date is indicated below, or on the date specified in the individual substitute teacher's contract, whichever is earlier.

*\*Placeholder*

**BE IT FURTHER RESOLVED** that the Clerk of the School Board shall so notify such teachers in writing before July 1, 2014.

**Resolution #HR-6-14-3187  
June 17, 2014**

## R E S O L U T I O N

***RE: Termination of Certified Probationary (Non-Tenured) Staff***

**WHEREAS**, during the first three years of consecutive employment all teachers in the public schools in cities of the first class are deemed to be in a probational period of employment during which period the School Board may renew, or not renew, any teachers' annual contract as the School Board shall see fit. The term "teacher" includes every person regularly employed, as a principal, or to give instruction in a classroom, or to superintend or supervise classroom instruction, or as a placement teacher and visiting teacher.

**NOW, THEREFORE, BE IT RESOLVED** by the School Board on Independent School District No. 709, St. Louis County, Minnesota, as follows:

1. The employment contracts of the following probationary teachers shall not be renewed and their employment shall terminate at the end of the school day on June 6, 2014, unless another date is indicated below, in which case the employment of the particular teacher shall terminate on that date.

*\*Placeholder*

2. **BE IT FURTHER RESOLVED** the Clerk of the School Board shall notify such teachers in writing before July 1, 2014, of the termination of their employment.

**R E S O L U T I O N**

**RE: Termination of Certified Tenured Staff**

**WHEREAS**, enrollment in the School District is declining;

**WHEREAS**, during the 2014-2015 school year, the District will lack a sufficient number of pupils to support all tenured teachers currently employed by the District;

**WHEREAS**, the School Board has found it necessary to discontinue certain positions;

**NOW, THEREFORE, BE IT RESOLVED** by the School Board of Independent School District No. 709, St. Louis County, Minnesota, as follows:

1. The Board proposes that the employment of the following tenured teachers terminate effective at the end of the school day on June 6, 2014, unless another date is indicated below, due to discontinuance of position or lack of pupils.

*\*Placeholder*

2. The Clerk of the School Board shall notify all such teachers in writing of the proposed layoff, the grounds for the proposed layoff, and the right to request a hearing within ten (10) calendar days after receiving said notice. The Clerk shall also notify all such teachers that if they fail to request a hearing within ten (10) days, they will be deemed to have acquiesced in the Boards action.

**CLASSIFICATION DESCRIPTION  
CIVIC ENGAGEMENT COORDINATOR**

<b><u>TITLE OF IMMEDIATE SUPERVISOR:</u></b> Director of Curriculum and Instruction	<b><u>DEPARTMENT:</u></b> Curriculum & Instruction	<b><u>FLSA STATUS:</u></b> <i>Exempt</i>
<b><u>ACCOUNTABLE FOR (Job Titles):</u></b> District Service-Learning AmeriCorps Members		<b><u>PAY GRADE ASSIGNMENT:</u></b> <i>Duluth District-Wide Instructional Administrators' Association, Pay Class B</i>

**GENERAL SUMMARY OR PURPOSE OF JOB:**

Duluth Public Schools, a culturally diverse school district with over 8,500 students, seeks a strong educational leader to develop the growth of the District's Service Learning programs and duties, facilitate civic engagement training opportunities, develop Service Learning partnerships with business, community, and higher education, engage youth as leaders in Service Learning, and facilitate program evaluation and research.

<b>DUTY NO.</b>	<b>ESSENTIAL DUTIES:</b> (These duties are a representative sample; position assignments may vary.)
1.	Engage youth as leaders in service-learning, supervise development of the Civic Engagement Committee (previously referred to as the Community Youth Connection).
2.	Create and facilitate opportunities for students to be civically aware and actively engaged as life-long citizens through community-based learning, civics engagement, and service learning projects.
3.	Coordinate WE ACT and We Day activities with Middle and High schools: Empowering young people to discover local and global causes they are passionate about while preparing and motivating them to take action. We Day, a free day-long educational event at the Xcel Center that celebrates the power of young people to develop tangible skills and make a positive change to better their local and global communities.
4.	Transforming student behavior to build a generation of active citizens by increasing student engagement in the classroom, creating a more caring school culture, and deepening connections between students and teachers.
5.	Participate as a member of the Department of Curriculum and Instruction, and continue efforts to integrate civic engagement into District curriculum and state standards.
6.	Work in partnership with the Community Education Department.
7.	Supervising District Service Learning AmeriCorps members, including recruitment, interviewing, hiring, training, and orientation, scheduling, performance evaluation, compliance with ethical standards, ongoing communication, and providing internship opportunities.
8.	Lead civic engagement communication efforts including articles for District newsletters.
9.	Facilitate civic engagement training opportunities, staff development presentations and training, faculty meeting presentations, and specialized workshops to meet individual school groups.
10.	Facilitate civic engagement community-based training opportunities, training sessions for after-school civic engagement programs, and community partnership training sessions for collaborative civic engagement business and community partnerships.
11.	Keep current with civic engagement research and best practice.

**CLASSIFICATION DESCRIPTION  
CIVIC ENGAGEMENT COORDINATOR**

12.	Act as a civic engagement liaison and assist in partnership development in planning civic engagement activities in partnership with post-secondary education to develop professional opportunities for school administrators and staff.
13.	Act as civic engagement liaison among civic organizations. <ul style="list-style-type: none"> <li>• Semester of Service, Sustainable DPS, Duluth Days at the Capitol, We-Day</li> <li>• CHUM, Lifehouse, Animal Allies</li> </ul>
14.	Act as connection for collaborative grant applications, e.g., LISC, State Farm, Junior League of Duluth, Spirit Valley Citizens' Neighborhood Development Association (SVCNDA), Neighborhood Housing Service (NHS)
15.	Develop and facilitate meetings of community service-learning leadership group.
16.	Attend Minnesota Department of Education (MDE) Service Learning meetings, complete state grant applications and required reporting.
17.	Grant writing to support civic engagement opportunities and training.

<b>OPTIMAL QUALIFICATIONS:</b> (necessary qualifications to gain entry into the job not preferred or desirable qualifications)
<ul style="list-style-type: none"> <li>▪ Excellent written and verbal communication skills</li> <li>▪ Ability to effectively facilitate a diverse staff</li> <li>▪ Culturally Responsive philosophy</li> <li>▪ Skillful resource management</li> <li>▪ Problem Solver</li> </ul>

<b>CERTIFICATION OR LICENSING REQUIREMENTS:</b> (prior to job entry)
Applicants must hold a Minnesota teaching license

<b>KNOWLEDGE REQUIREMENTS:</b> (Requires knowledge of)
<ul style="list-style-type: none"> <li>▪ Engagement and public outreach</li> <li>▪ Private and non-profit organizations and local, state, and federal governments</li> <li>▪ Designing and implementing civic engagement activities</li> <li>▪ Organizing school and public meetings</li> <li>▪ Creating educational programs for staff and students</li> <li>▪ Developing and initiating activities to engage all students of diverse backgrounds and interests</li> </ul>

<b>SKILLS REQUIREMENTS – TRAINING &amp; EXPERIENCE:</b> (Skilled in)
<ul style="list-style-type: none"> <li>▪ Demonstrated successful experiences as a leader</li> <li>▪ Demonstrated success in supporting innovation and innovative thinking</li> <li>▪ Demonstrated effectiveness in supporting classroom academic interventions</li> <li>▪ Demonstrated success in working well under pressure</li> <li>▪ Demonstrated ability to work with minimal guidance</li> <li>▪ Demonstrated ability to work collaboratively across an organization</li> <li>▪ Demonstrated ability to handle multiple tasks under tight deadlines</li> <li>▪ Demonstrated excellent written and verbal communication</li> <li>▪ Demonstrated methods to successfully engage different community groups</li> <li>▪ Demonstrated school and community planning</li> <li>▪ Demonstrated ability to create and manage schedules of meetings and events</li> </ul>

**CLASSIFICATION DESCRIPTION  
CIVIC ENGAGEMENT COORDINATOR**

**PHYSICAL REQUIREMENTS:** (indicate according to the requirements of the essential duties/responsibilities)

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit				√
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl	√			
Talk and hear				√
Taste and smell	√			
<b>Lift &amp; Carry:</b>				
Up to 10 lbs.		√		
Up to 25 lbs.	√			
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

**GENERAL ENVIRONMENTAL CONDITIONS:**

Work is performed under normal office conditions & there are minimal environmental risks or disagreeable conditions associated with the work.

**GENERAL PHYSICAL CONDITIONS:**

**Work can be generally characterized as:**

**Sedentary Work:** Exerting up to ten (10) pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**Vision Requirements:** (Check box if relevant)

	YES	NO
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

**JOB CLASSIFICATION HISTORY:**

Bjorklund Compensation Consulting, LLC, completed the banding and grading at the level E81 on April 3, 2014. Positions that are currently filled and/or within the District at this particular level are:

- Supervisor of Assessment & Evaluation (DDWIAA)
- District Community Education Coordinator (DDWIAA)

**Proposed Teacher Development and  
Evaluation Document**

**Duluth Public Schools**

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*Proposed Plan-Duluth Public Schools*

## Teacher evaluation language:

### State Statute 122A.41 (from the Education Minnesota site)

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#### 2011 Special Session Amended 2013

Cities of the First Class (Minneapolis, St. Paul, Duluth and Rochester) are covered by this statute. All other school districts should refer to 122A.40.

This law was printed with mistakes and some of the references are not accurate.

Subd. 5. Development, evaluation, and peer coaching for continuing contract teachers.

(a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district, consistent with paragraph (b), may develop an annual teacher evaluation and peer review process for probationary and nonprobationary teachers through joint agreement. If a school board and the exclusive representative of the teachers in the district do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review developed under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers:

- (1) must, for probationary teachers, provide for all evaluations required under subdivision 5;
- (2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;
- (3) must be based on professional teaching standards established in rule;
- (4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes;
- (5) may provide time during the school day and school year for peer coaching and teacher collaboration;
- (6) may include mentoring and induction programs;
- (7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;
- (8) ~~must use an agreed upon teacher value added assessment model for the grade levels and subject areas for which value added data are available and establish state or local measures of student growth for the grade levels and subject areas for which value added data are not available as a basis for 35 percent of teacher evaluation results;~~ must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;
- (9) must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;
- (10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;
- (11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and

timelines; and

(12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

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Data on individual teachers generated under this subdivision are personnel data under section 13.43.

(c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

Teacher Evaluation, Professional Learning Communities (PLCs) Committee

Statute 122A.40

Draft Document January 17, 2014

Proposed Plan-Duluth Public Schools

# Statement on Professional Learning Communities (PLCs) Aligned with Teacher Evaluation

## Statutory Language

- The teacher evaluation process must include trained observers as peer coaches or participation in PLCs.
- The annual evaluation process must include the opportunity to participate in a PLC.

## Description

A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators (MDE, 2013).

## Rationale

“Teachers who feel supported in their own ongoing learning and teaching practice are more committed and effective” (MDE, 2013).

## Purpose

The primary purpose of a professional learning community is to improve student learning. Through professional learning communities, “teachers are continuously revisiting their instruction together, working to tailor practices to match the individual needs of the student population they serve. Instructional capacity improves as teachers share ideas across classrooms” (Solution Tree, 2012). The purpose of PLCs aligns with the District Wide Continuous Improvement Plan and the Reading Well by 3rd Grade legislation.

- Reduce the Achievement Gap
- Sustain Existing High Achievement
- Improve Achievement

In PLCs, teachers collaborate on the development of student learning goals, including creating common assessments, establishing mastery scores, and interpreting student achievement data. PLC teams will assist in the creation or revision of a teacher’s Individual Growth and Development Plan as required by the teacher evaluation legislation.

## Training

“To be effective, PLCs must be embedded in teachers’ daily work and teachers must receive training on the characteristics, focus and norms of effective PLCs” (MDE, 2013). Current ongoing training regarding PLC implementation includes principals and instructional coaches. Most district staff received one day of training on the Solution Tree framework for PLCs. Continued training is necessary.

## Design

Research indicates that the following design of PLCs has the most impact on student achievement:

- Weekly PLCs 60 - 90 minutes including all individuals under the teacher contract
- Elementary
  - weekly PLCs for all grade level teachers
  - weekly PLCs for all content teachers
  - vertical teaming could be included on a regular basis to examine site data and develop site goals
  - cross-curricular teaming to examine site data and develop site goals
- Secondary
  - weekly PLCs for all content teachers
  - vertical teaming could be included on a regular basis to examine site data and develop site goals
  - cross-curricular teaming to examine site data and develop site goals

- PLCs are teacher driven given specific parameters
  - They must be focused on the 4 DuFour questions
  - They must look at student data to inform MTSS: tier 1 instruction and intervention/enrichment
  - They must set SMART goals that are aligned to site and district goals
  - PLC agendas are determined by the PLC teams and team leader
  - PLC discussions follow the need of the curriculum. Teachers discuss question 1 in relation to what they are currently teaching, plan common formative assessments (Question 2), review the assessments (Question 3 & 4), determine instructional strategies, and assess to determine effectiveness.
- PLCs are best implemented within the school day as part of the Master Schedule.
- The 4 DuFour questions must guide the development of PLC forms.
- The research shows the PLCs have significant impact, under specific circumstances, in any area of implementation. How our district configures PLCs should be dependent on the prioritized goals of the District-Wide Strategic Plan.

PLCs that follow the Solution Tree framework and focus on these four questions:

1. What is it that we want our students to know and be able to do as a result of the unit/grade level/course? (Essential learning)
2. How will they demonstrate that they have acquired the essential knowledge and skills? Have we agreed on the criteria that we will use in judging the quality of student work and can we apply the criteria consistently? Are we monitoring each student's learning on a timely basis?(Success indicators)
3. How will we intervene for students who struggle? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4. What do we do, if they already know it, to enrich the learning for students who are proficient?

The effectiveness of PLC design is dependent on a guaranteed and viable curriculum which includes common assessments, peer coaching specific to instructional strategies aligned to PLCs, and building goals that are aligned with district goals.

*The Teacher Development, Evaluation, and Peer Support Model*. St. Paul: Minnesota Department of Education, 2014. Print.

"Solution Tree." *Solution Tree*. N.p., n.d. Web. 04 Mar. 2014.

## Statutory Language

- The teacher evaluation process must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan

## Teacher Evaluation

The district will continue to employ the Charlotte Danielson observation tool base on her *Framework for Teaching*. Tenured teachers will have summative evaluations in a three-year cycle, and non-tenured teachers will be have administrative evaluations three times a year for three years.

## Individual Growth and Development Plan

The aim is to make the goal setting process as simple and straightforward as possible. The goal setting and reflection process should cover the requirements for reflection for relicensure as well.

With time for collaboration, time for work with student data, and time for reflection, we hope this growth plan will become a meaningful document with a measurable impact of professional development and student achievement.

Proposed Plan-Duluth Public Schools

**Duluth Public Schools**  
**Individual Growth and Development Plan**  
(Complete a new form for each goal—staff must have Engagement and Student Growth goals)

Year \_\_\_\_\_

Staff Name \_\_\_\_\_  
Current Assignment \_\_\_\_\_  
School/Site \_\_\_\_\_

Reviewed/Approved by \_\_\_\_\_

Date \_\_\_\_\_

Check one:    Engagement \_\_\_\_\_                      Student Growth \_\_\_\_\_                      Other \_\_\_\_\_

**1. What do I want to change/improve about my instruction or leadership that will effectively impact student learning? (SMART Goal aligned with District and Site.)**

**2. What is my personal learning necessary to make the change? (Identify support or resources needed, as well as professional development needs.)**

**3. What are the measures of success? (What tools and data are needed to set and measure benchmarks to achieve goal?)**

**End-of-Year Review/Recommendation(s)**

Reviewed by \_\_\_\_\_

Reviewer Signature \_\_\_\_\_

Date \_\_\_\_\_

Staff Signature \_\_\_\_\_

Date \_\_\_\_\_

# Peer Review

## Statutory Language

- The teacher evaluation process must include trained observers as peer coaches or participation in PLCs.; may provide time during the school day and school year for peer coaching and teacher collaboration

## Rationale:

In designing the Peer Reviewer component, it is important to create **a sustainable and systematic structure for growth for every educator in Duluth Public Schools.**

### What will make it sustainable?

- Time during the day must be set aside for pre and post observation discussions between teacher and peer reviewer. Peer reviewer may be a fellow teacher or an instructional coach.
- A “closed loop” between the teacher and the peer reviewer must be provided to ensure privacy, trust and meaningful growth.
- The teacher alone has the right to share information from the peer reviews with outside parties (administrators, other teachers, etc.).
- Reassignment is available if there is a bad fit between peer reviewer and teacher.
- The peer reviewer will follow the same teacher evaluation guidelines as all staff members in the bargaining unit.
- Training must be provided for all involved parties: teachers, instructional coaches, and administrators (Instructional coaches must have the same training as administrators. Instructional coaches will *not* be responsible for summative evaluation, but need to be able to explain the process to teachers.)
- A system with time must be constructed to organize how the growth model will look at each building with direction from building leadership teams with the goal of continuous improvement.
- The district must provide support and time for collaboration.

### What will make it systematic?

- The use of the same tool (Danielson rubric) for all teachers.
- The use of the same tool (Danielson rubric) that will be used by administrators in the three-year evaluation cycle.
- A predictable structure for peer reviews
  - Consistency in timelines
  - Consistency in type(s) of tools that will be used to collect and store information
  - Access to peer review documents and growth plan
- Adequate FTE assigned to support peer reviewers in all buildings.

## Process for Peer Reviewer:

### Pre observation

- - **time** to meet prior to a classroom observation
- - teacher selects the domain(s) of focus (Danielson)
- - review the domain rubric and what the observer will be looking for
- - at the time of the pre observation, provide a written contract of the professional responsibilities of both the teacher and the peer reviewer emphasizing the content of the collaboration is **confidential**.
- - schedule the observation

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### Observation

- - use observation tool provided by district (Danielson) Insert specific domains into the form
- - provide **time** for the peer teacher to have time to observe a class requested by peer

### Written Reflection/Rubric Assessment

- - **time** to reflect and write commentary aligned with the rubric
- - time to log commentary in collection tool

### Post Debriefing

- - **time** to meet and reflect on the rubric
- - **time** to create new goals and align the observation with personal growth reflection

Proposed Plan-Duluth Public Schools

# Portfolio

## Statutory Language

- The teacher development and evaluation process “must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth”

## Statement of Purpose

Maintaining a portfolio of professional teaching documents helps to

- reflect our district goal of encouraging lifelong learning,
- provide ongoing focus for our own practices as educators,
- show growth as educators in our current assignments,
- create a way to get into the practice of professional reflection, and
- establish a professional persona.

## Options

Each educator should consult the following list of types of artifacts and consider choosing up to five (5) types of evidence to collect and maintain over his or her three-year cycle of evaluation. Each of the selected pieces of evidence should have a reflective statement indicating the reason for including the evidence in their profile. Administrators shall consult these artifacts as part of the evaluation process.

- Evidence of participation in professional learning activities
- Evidence of leadership--committee membership
- Evidence of collaboration--PLC work
- Evidence of community/extracurricular work in support of classroom objectives (I added this)
- Samples of communications to families
- Self-assessment and peer review forms
- Student work samples
- Examples of teacher work
- Videos of lessons
- Student data including results of student learning goals
- Other

## Recording/Storing Artifacts

- Examples of portfolios will be available in a variety of formats, and for differing areas of licensure by fall 2014.
- The process for saving/uploading artifacts will be provided once a platform is adopted.
  - Additional platforms may include google, livebinder, and efolio

# Student Learning and Achievement – Measures of Student Growth (“The 35%”)

## Statutory Language

- The teacher evaluation process must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.

## Student Learning Goals

Student Learning Goals (SLG) provides a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or subgroups of students. There are three different types of goals in the proposed plan:

- Shared Performance Goals (whole student population, ex: district, school)
- Class Goals (broad groups of learners, ex: classroom, grade level, content area, case load)
- Targeted Need Goals (specific group of learners, ex: group of 6 students struggling with learning to read )

Goals are based on assessment data, which must be:

- Valid and reliable
- Aligned to standards
- Able to assess growth

When choosing assessments, we must choose those with the highest level of confidence and commonality.

The order of assessments from highest to lowest:

- Common state assessments
- Common district assessments
- Common school assessments
- Classroom assessments

Well-written goals include:

- The student population or sample included in the goal
- The standards with which the goal will align
- The assessments that will be used to measure student progress and goal attainment
- The period of time covered by the goal
- The expected growth or outcomes
- The rationale for the expected growth

## Proposed Plan

- All teachers will have a *shared district goal*, as written in the District-Wide School Improvement Plan. Common state assessment data will be used to measure progress; data will be supplied by the district.
- All teachers will have a *shared school goal*, as written in the school’s Site Improvement Plan, which is aligned to the District-Wide School Improvement Plan. State common assessment data will be used to measure progress; data will be supplied to site teams by the district.

- All teachers will have the choice of *class goal* or *targeted need goal*. Goals will be written by the teacher and approved by the evaluator. Teachers will choose a data source relevant to their content area to measure progress; data will be collected by the teacher. Teachers will use common district assessments if approved measures exist in their content area.
- The weighting of the 35% will change in year 2 and year 3, to phase in more emphasis on class goals or targeted need goals, as additional elements of the model are developed (ex: common assessments in each content area).

**Recommended Composition of the 35%**

<b>All Teachers (Except District-Wide Teachers and District-Wide Other Licensed Professionals)</b>			
	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Results of district shared performance goal	15%	10%	5%
Results of school shared performance goal	15%	15%	15%
Results of class or targeted need learning goal	5%	10%	15%

<b>District-Wide Teachers and District-Wide Other Licensed Professionals</b>			
	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Results of district shared performance goal	30%	25%	20%
Results of class or targeted need learning goal	5%	10%	15%

Proposed Plan-Duluth

# Student Engagement

## Statutory Language

- The teacher evaluation process must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible.

Because the statute identifies student engagement separately, 5% of the overall evaluation process will be comprised of student engagement data.

Student Engagement is an element of the Charlotte Danielson model we have adopted as our observation tool. Student engagement will be measured using the Danielson tool.

Danielson’s language on Student Engagement includes:

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3c: Engaging Students in Learning</b>				
Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

The accompanying document “Tips for Promoting Youth Engagement In the Classroom,” will aid in identifying ways that student engagement can be observed and encouraged.

## Tips for Promoting Youth Engagement In the Classroom

<b>Relationships</b>	<b>Environment</b>	<b>Empowerment</b>
<ul style="list-style-type: none"> <li>• Greet students at the door Speak to or call each student by name</li> <li>• Invite discussions; be patient &amp; encouraging to English-language learners</li> <li>• Build safety</li> <li>• Make positive statements as often as possible</li> <li>• Accept opinions different than yours</li> <li>• Recognize that trust is reciprocal. Start as an authority figure. Be confident, you can be friendly &amp; still be strict</li> <li>• Be authentic. Be a real person to students</li> <li>• Attend a student event outside the classroom to show your support such as a rally or a dance. Eat in the lunch room or quad with students.</li> <li>• Show concern for students personal active learning</li> <li>• Be FAIR—not prejudiced or disposed to favoritism</li> <li>• Find ways to honor youth for the full range of their achievements &amp; efforts: helping their peers, community service, academic achievements, and effort.</li> <li>• Make eye contact, smile, &amp; greet all students</li> <li>• Invite the principal, VP, or counselor on group presentation days</li> </ul> <p><i>From Engaging Youth: A How-To Guide for Creating Opportunities for Young People to Participate, Lead and Succeed by the REACH Program</i></p>	<ul style="list-style-type: none"> <li>• Emphasize teacher-student interaction</li> <li>• Strengthen the sense of community in the classroom</li> <li>• Ask casual questions about students. They also want to know about you</li> <li>• Explore teaching methods for meaningful student involvement</li> <li>• Listen attentively</li> <li>• Explain things well, coach students, answer questions</li> <li>• Involve students in establishing a set of classroom rules/agreements</li> <li>• Appreciate. Don't put down</li> <li>• Create leadership opportunities in the classroom.</li> <li>• Use cooperative, project based &amp; policy for missing &amp; making-up</li> <li>• Help students connect with each other through class meetings, daily communication circles</li> <li>• Link curriculum to each students personal experiences: photos of family/friends, life goals, ethnic/racial identity, culture, and future dreams in writing assignments</li> <li>• Connect students to books they enjoy possibly something reflective of their community</li> <li>• Communicate about academic performances &amp; discuss options to improve before it's too late</li> </ul>	<ul style="list-style-type: none"> <li>• Give students responsibilities in the classroom</li> <li>• Think of youth as responsible and resourceful</li> <li>• Encourage students to be problem solvers &amp; then accept &amp; honor their solutions</li> <li>• Use a student-led parent-teacher conference model</li> <li>• Provide students links between school &amp; community-based learning experiences</li> <li>• Provide opportunities for students to engage in designing course curriculum</li> <li>• Give students Choices in the classroom: timing of activities, ways to provide evidence of learning</li> <li>• Use students strengthens to help them overcome weaknesses</li> <li>• Help students explore the dynamics of difference in the classroom: research &amp; share histories of various ethnic groups, interview a classmate different than themselves, explore the issues of social justice &amp; oppression in the community</li> <li>• Allow students to determine the growth</li> <li>• homework assignments</li> <li>• Designate an area for students to keep their class binder if they do not need to take it home</li> <li>• Discuss what to expect on quizzes, tests, essays, or projects. Build their confidence &amp; they will rise to the challenge</li> <li>• Treat students like adults not kids. Remember many of them have adult responsibilities like jobs, children, &amp; bills.</li> <li>• Help set priorities. Students, like you, have more than one class</li> </ul>

# Teacher Improvement Plan

## Statutory Language

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- The teacher evaluation process must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and
- The teacher evaluation process must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

**Focus Improvement Plan:** this is step one for teachers who have a basic or lower rating in one domain as scored by an administrator as part of a summative evaluation.

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement
- Make changes and reflect on own changes
- Two week time line for improvement
- Minimum of two administrative walk throughs to check for focused improvement in specific domain
- Improvement documented=done
- No improvement=step two Intermediate Improvement Plan

**Intermediate Improvement Plan:** this step is the second step in the focused improvement process, but is Step 1 for a teacher that has a basic or unsatisfactory rating in two or more domains.

All of step one:

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement
- Make changes and reflect on own changes
- Two week time line for improvement
- Minimum of two administrative walk throughs to check for focused improvement in specific domain.

Plus:

- Mandatory Instructional/peer coach assigned and peer observations
- Action Plan created with Administrator
- Administrative Evaluation to check for domain specific proficiency

**Intensive Improvement Plan:** this step is the third step in a focused intervention and second step in an intermediate improvement plan. Teachers under this plan have not shown improvement in the domains where they received one or more unsatisfactory or basic ratings.

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- All supports from step one and step two available to teacher
- Directives for improvement created by administration
- Notify Human Resources
- Letter of deficiency in file from site administrator
- Administrative evaluation the following school year rather than every three years until proficiency is met.
- If annual evaluation still shows deficiency, then a second evaluation from a neutral administrator
- If proficiency is not reached, actions may include:
  - Last chance warning
  - Termination,
  - Discharge,
  - Transfer,
  - Leave of absence, and/or
  - Other disciplinary actions deemed appropriate to address deficiency.

Proposed Plan-Duluth Public Schools

# Teacher Improvement Plan

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**Step #1** **Focus Improvement Plan:** this is step one for teachers who have a basic or lower rating in one domain as scored by an administrator as part of a summative evaluation.

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement.
- Make changes and reflect on own changes
- Two week time line for improvement

Improvement  
documented: Done

No Improvement:  
Go to Step #2

**Step #2** **Intermediate Improvement Plan:** this is step two in the focused improvement process, but is step one for a teacher that has a basic or unsatisfactory rating in two or more domain.

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement.
- Make changes and reflect on own changes
- Two week time line for improvement
- Minimum of two administrative walk throughs to check for focused improvement in specific domain.

New Action Taken In Step Two:

- Mandatory instructional/peer coach assigned and peer observations
- Action plan created with administrator
- Administrative evaluation to check for domain specific proficiency

Improvement  
documented: Done

No Improvement:  
Go to Step #3

**Step #3** **Intensive Improvement Plan:** this is step three for a focused intervention and Step two for the intermediate improvement teacher. Teachers under this plan have not shown improvement in the domains where they received one or more unsatisfactory or basic ratings.

- All supports from step one and step two available for teacher

New Action Taken In Step Three:

- Directives for improvement created by administration
- Notify Human Resources
- Letter of deficiency in file from site administrator
- Administrative evaluation the following school year rather than every three years until proficiency is met.
- If annual evaluation still shows deficiency, then a second evaluation from a neutral administrator

If proficiency is not reached after step three actions may include:

- Last chance warning
- Termination,
- Discharge,
- Transfer,
- Leave of absence, and/or
- Other disciplinary actions deemed appropriate to address deficiency.

**Current - 9045 - Negotiating Committee**

The Negotiating Committee shall obtain the necessary certification of representation and be in charge of wage negotiations and "meet and confer" meetings with employee groups. All members of the School Board shall be members of the Negotiating Committee.

Adopted: 06-09-1970 ISD 709

Revised: 06-08-1976

06-20-1995

03-15-2011 ISD 709

***Proposed changes to 9045 - Negotiating Committee as of the April 22, 2014, School Board Meeting.***

The Negotiating Committee shall consist of two board members, and other non-board members as deemed necessary, appointed by the full School Board; obtain the necessary certification or representation and will be in charge of wage negotiations and "meet and confer" meetings with employee groups. ~~All members of the School Board shall be members of the Negotiating Committee.~~ Negotiating parameters shall be approved by the full School Board and periodic reports of progress and recommendations shall be made to the full School Board.

Adopted: 06-09-1970

Revised: 06-08-1976

06-20-1995

03-15-2011

04-22-2014

***Proposed changes to 9045 - Negotiating Committee for the May 20, 2014, School Board Meeting.***

The Negotiating Committee shall consist of up to two board members, and other non-board members as deemed necessary, appointed by the full School Board; obtain the necessary certification or representation and will be in charge of wage negotiations and "meet and confer" meetings with employee groups. ~~All members of the School Board shall be members of the Negotiating Committee.~~ Negotiating parameters shall be determined by the full School Board and periodic reports of progress and recommendations shall be made to the full School Board.

Adopted: 06-09-1970

Revised: 06-08-1976

06-20-1995

03-15-2011

04-22-2014

- Other policy examples from other districts
- Delete stipend for negotiating