



# **Green Isle Community School #4144-07**

**Professional Development & Evaluation Plan**

**2021-2022**

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Green Isle, MN 55338**

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## 1. Green Isle Community School Faculty 2021-2022

<u>Name</u>	<u>License File #</u>	<u>Assignment</u>	<u>Returning Y/N</u>
Jackie Larson	315876	K-1	Y
Lindsay Paschke	501227	A.Director	Y
Lindsey Becker	502671	Read/Math/Para	Y
Kristine Schwartz	367097	SPED C.M.	Y
Amy Bartell	330450	2-3	New
Dianna Frauendienst	1007675	4-6	New
Serenity Cox	N/A	Administrator	Y

## 2. Mission, Vision & Values

-Maintain a positive, respectful learning environment

-Provide daily opportunities for multi-age interaction in both social and academic environments

-Promote academic excellence for all students

-Provide opportunities for students and staff to participate in service learning activities

-Maintain open communication lines with the Greater Green Isle community. Provide opportunities throughout the school year for students to serve Green Isle and the surrounding communities in various capacities as the needs arise

-Encourage student leadership with staff support while providing ample opportunities for students to engage in activities that teach and promote responsible citizenship

### 3. Staff Professional Learning Advisory Committee

<u>Name</u>	<u>Title</u>
Lindsay Paschke	Academic Director
Jackie Larson	Teacher
Amy Bartell	Teacher
Dianna Frauendienst	Teacher
Lindsey Becker	Teacher/Paraprofessional

### 4. Components of Development Plan

Professional growth and development plans for teachers are incorporated into the contract and school year to develop, improve and support qualified teachers and effective teaching practices, as well as improve student learning. Teachers will participate in a three year development plan, incorporating short term and long term professional goals.

-In line with Components of MN Law referenced in Minnesota Statute 124E, with some combined elements of Minnesota Statute 122A.40 and 122.41 pertaining to staff development and employment of licensed teachers

-Incorporation of a joint agreement between the teachers and appointed leadership agreeing on the components and implementation of the annual teacher evaluation and peer review process for all teachers

-Consistent focus on improving student learning and success, while aligning with Minnesota Standards and goals outlined by the GICS School Board, while incorporating local control and teacher participation

## **5. Teacher Growth**

-Primary focus on individual growth and development plans, with teachers participating in setting SMART goals that may include professional development activities, continuing education, and classroom application. Goals must include a timeline for completion and review, collaboration with others, and documentation of progress and activities

-Development plans will include self assessments, peer reviews, leadership assessments, observations, participation in learning communities and be centered on district goals for student learning or personal motivations to acquire new skills or knowledge. The district will participate in helping the teacher access resources and experiences to achieve goals, within reason of time and budget

-GICS will establish a Professional Learning Community consisting of an Advisory Committee and PLC members. The goal of the PLC is to create engagement opportunities and job embedded learning opportunities

-GICS will utilize research based methods for developing job embedded opportunities for teachers to enable participation with colleagues on professional learning goals. These opportunities will include learning walks with other Charter Districts, peer review, co-teaching, and continued engagement in the PLC

-GICS will seek to create a mentor program that is structured, non-evaluation based for one on one support for teachers at grade level. This may come from School Board, Administrative Leadership, Peers, or outside mentor peers or retirees

## **6. Teacher Development and Evaluation**

-GICS will utilize the Peer Review Process where teachers are reviewed by colleagues to promote development, teacher collaboration, peer coaching and professional learning communities. This will be in the form of coaching and not in the form of evaluation as part of a formative process aimed at professional growth and development

-Formative evaluations will occur throughout the school year to establish growth and development opportunities

-Summative evaluations will occur at the end of each selected timeline or evaluation cycle, whichever is pertaining to the goal. This will focus specifically on teachers' performance against standards and progress made toward completing selected goals. A summative evaluation will be completed mid-year and again at the end of the year.

-All summative evaluations will include a pre-observation conference, the observation, and a post-observation conference. Formative evaluations will include scheduled or unscheduled quick observations with feedback provided in writing or verbally for follow up

## 7. Measurement of Goals and Performance

Teachers' goals and performance will be measured on 5 areas of outcome that include select personal development achievement, completion and observed modeling of mandatory training and standards, and a measure of grade level student growth.

### **Measurements will be outlined as follows:**

Teacher Implementation of GICS Program	% Training & Impl
Completion of Mandatory Training	% Completed
Teacher/Administrative Development Goals	3-5 Per Year
Measured Outcomes of Summative Assessments	4 Per Year
Overall Grade Level Student Achievement	% Growth Ach.
	% Participation
	% Parent Satisfaction

### **Systems to Measure Growth:**

Teacher Implementation of GICS Program	Multi-Age Learning Responsive Classroom Service Learning Model Special Education ELL
Completion of Mandatory Training	Drugs & Alcohol First Aid & CPR Bodily Fluids PPE & COVID Resp Mandated Reporter
Teacher/Administrators Development Goals	SMART Goals
Measured Outcomes of Summative Assessments	Danielson's Framework

Overall Grade Level Student Achievement

NWEA  
DRA  
Teacher Form/Sum As.  
Parent Survey  
Parent Participation

## 8. References and Resources

### Attachments

### Frequency Completed

Danielson Model Rubric

Quarterly/Annual

Green Isle Teacher Peer Observations

Bi-Monthly

Green Isle Teacher Planning and Preparation Evaluation

Monthly

Green Isle Paraprofessional Evaluation

Monthly

Green Isle Teacher Worksheet

Weekly

Teacher Goals Worksheet

Quarterly

PLC Goals Worksheet

Quarterly

### Schedule for Implementation 2021-2022

Soft Start

August 2021

Technology  
Mandated Reporter  
Bodily Fluids  
Governance  
First Aid & CPR  
Operations  
Testing  
Service Learning  
Daily Schedules  
Differentiated Learning  
Responsive Classroom  
Multi-Age Learning  
Wed. 7:30pm-8:00am  
Tues. 7:30am-8:00am

Staff Meetings

Weekly

PLC

Weekly

