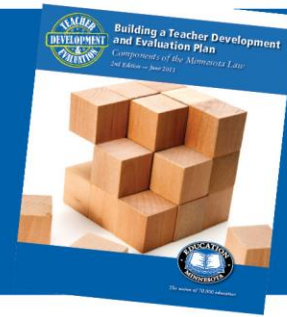




Checklist Companion

*Building a Teacher Development and Evaluation Plan:
Components of the Minnesota Law*

July 2013



This Checklist Companion has been developed for use with the booklet, *Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law*. Each question ends with a corresponding page number in the booklet where a discussion of the requirement can be found. By answering 'yes' to these 13 questions, a joint school district and local union evaluation design team can confirm that a locally agreed on plan has addressed the requirements in Minnesota Statute 122A.40, Subd. 8 (or 122A.41, Subd. 5, for cities of the first class). For your convenience, the pertinent sections of the relevant statutes are listed under each question.

Please circle yes (Y) if your plan:

- 1 ☐ Y/N **Is jointly agreed on by the school board and the local teachers union? (Page 3)**

122A.40, Subd. 8 (a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a school board and the exclusive representative of the teachers 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 [state] plan for evaluation and review.

Teacher Growth

- 2 ☐ Y/N **Includes an individual growth and development plan? (Page 4)**

122A.40, Subd. 8 (b) (2) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan.

- 3 ☐ Y/N **Includes a three-year review cycle for all teachers? (Page 4)**

122A.40, Subd. 8 (b) (2) The annual evaluation process for teachers must establish a three-year professional review cycle for each teacher.

4

Y/N

Includes three evaluations annually for probationary teachers, with the first evaluation occurring within the first 90 days of employment? (Page 4)

122A.40, Subd. 8 (b) (1) The annual evaluation process for teachers must, for probationary teachers, provide for all evaluations required under subdivision 5.

122A.40, Subd. 5. (a) The school board must adopt a plan for written evaluation of teachers during the probationary period that is consistent with subdivision 8. Evaluation must occur at least three times periodically throughout each school year for a teacher performing services during that school year; the first evaluation must occur within the first 90 days of teaching service.

5

Y/N

Is aligned with the Minnesota Standards of Effective Practice for Teachers (MN Rule 8710.2000)?

122A.40, Subd. 8 (b) (3) The annual evaluation process for teachers must be based on professional teaching standards established in rule.

6

Y/N

Provides teachers the opportunity to participate in a professional learning community? (Page 5) NOTE: The statute is confusing. It seems to only require the "opportunity" to take part in a PLC rather than teacher participation in a PLC.

122A.40, Subd. 8 (a) The annual teacher evaluation process for teachers must include having trained observers serve as peer coaches or having teachers participate in professional learning communities.

122A.40, Subd. 8 (b) (2) The annual evaluation process for teachers must establish three-year professional review cycle for each teacher that includes the opportunity to participate in a professional learning community.

7

Y/N

Coordinates staff development and teacher evaluation? (Pages 6 & 7)

122A.40, Subd. 8 (b) (4) The annual evaluation process for teachers must coordinate staff development activities under [Minnesota Statutes] 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes. [The annual process] **(5)** may provide time during the school day and school year for peer coaching and teacher collaboration; [and] **(6)** may include mentoring and induction programs.

Development and Evaluation

8

Y/N

Includes peer coaching/review by trained observers? (Pages 5, 8 & 9)

122A.40, Subd. 8 (a) . . . The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) (2) The process 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, and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review.

- 9 ☐ Y/N **Includes at least one summative evaluation performed by a qualified and trained evaluator during the three-year cycle? (Pages 10 & 11)**
- 122A.40, Subd. 8 (b) (2)** The annual evaluation process for teachers must establish a three-year professional review cycle for each teacher that includes at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator.
- (10)** must require qualified and trained evaluators such as school administrators to perform summative evaluations.
- 10 ☐ Y/N **Includes an option for a teacher to develop and present a portfolios for the summative evaluation? (Page 12)**
- 122A.40 Subd. 8 (b) (7)** The annual evaluation process for teachers must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, 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.
- 11 ☐ Y/N **Gives teachers not meeting standards support though a teacher improvement plan (TIP) that includes goals and timelines and discipline a teacher for not making adequate progress in the TIP? (Page 13)**
- 122A.40, Subd. 8 (b) (11)** The annual evaluation process for teachers must give teachers not meeting professional teaching standards 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 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.

Measurement

- 12 ☐ Y/N **Bases 35 percent of a teacher's evaluation on growth data from assessments that are valid, reliable and aligned to standards? (Pages 14-15) NOTE: In 2013, the Legislature removed the requirement that value-added data be used. The *Building a Teacher Development and Evaluation Plan* booklet was edited in June 2013 to provide updated guidance.**
- 122A.40, Subd. 8 (b) (8)** The annual evaluation process for teachers 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.
- 13 ☐ Y/N **Includes longitudinal data on student engagement and connection? (Pages 16-17)**
- 122A.40, Subd. 8 (b) (9)** The annual evaluation process for teachers 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.