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|  | **INTRODUCTION:** | |  | |  |  |  |
|  | **This Worksheet Companion has been developed for use with the booklet *Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law*. Each question in the "components of the law" column ends with a corresponding page number in the booklet where a discussion of the requirement can be found. The questions are from the Checklist Companion which includes the specific language from the statute. Your goal is to complete the "ideas and notes column" with the outline of a plan that will allow you to answer 'yes' to each question. By completing the 13 areas of this worksheet, a joint school district and local union evaluation design team can create the foundation of a locally agreed on plan that will address the requirements in Minnesota Statute.** | | | | |  |  |
|  | **Please brainstorm ways to design a local plan that:** | | | | |  |  |
|  | **Components of the law** | **Your district's current practices** | | **Ideas and notes** | |  |  |
| 1 | **Is jointly agreed on by the school board and the local teachers union. (Page 3)** | Click here to enter text. | | Click here to enter text. | |  |  |
|  | Teacher Growth | | | | |  |  |
| 2 | **Includes an individual growth and development plan. (Page 4)** | Click here to enter text. | | Click here to enter text. | |  |  |
| 3 | **Includes a three-year review cycle for all teachers. (Page 4)** | Click here to enter text. | | Click here to enter text. | |  |  |
| 4 | **Includes three evaluations annually for probationary teachers, with the first evaluation occurring within the first 90 days of employment. (Page 4)** | Click here to enter text. | | Click here to enter text. | |  |  |
| 5 | **Is aligned with the Minnesota Standards of Effective Practice for Teachers. (MN Rule 8710.2000)** | Click here to enter text. | | Click here to enter text. | |  |  |
| 6 | **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.** | Click here to enter text. | | Click here to enter text. | |  |  |
| 7 | **Coordinates staff development and teacher evaluation. (Pages 6 & 7)** | Click here to enter text. | | Click here to enter text. | |  |  |
|  | Development and Evaluation | | | | |  |  |
| 8 | **Includes peer coaching/review by trained observers. (Pages 5, 8 & 9)** | Click here to enter text. | | Click here to enter text. | |  |  |
| 9 | **Includes at least one summative evaluation performed by a qualified and trained evaluator during the three year cycle. (Pages 10 & 11)** | Click here to enter text. | | Click here to enter text. | |  |  |
| 10 | **Includes an option for a teacher to develop and present a portfolio for the summative evaluation. (Page 12)** | Click here to enter text. | | Click here to enter text. | |  |  |
| 11 | **Gives teachers not meeting standards support through a teacher improvement plan (TIP) that includes goals and timelines and disciplines a teacher for not making adequate progress in the TIP. (Page 13)** | Click here to enter text. | | Click here to enter text. | |  |  |
|  | Measurement | | | | |  |  |
| 12 | **Bases 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.** | Click here to enter text. | | Click here to enter text. | |  |  |
| 13 | **Includes longitudinal data on student engagement and connection. (Pages 16-17)** | Click here to enter text. | | Click here to enter text. | |  |  |