## Minnesota Department of Education logo

# Readiness Checklist for Teacher Development and Evaluation (TDE)

**Directions**: As local district and charters transition from model design to implementation, there are a number of tasks to complete and decisions to be made. This checklist and action plan is a tool to assess readiness and to plan key drivers for successful implementation. We recommend that local teams—including administrators and teacher leaders—continue to work together to plan, monitor and assess implementation. The goal for this tool is to facilitate conversation among your implementation team members about your readiness for implementation next year. There may be additional topics that arise through your conversations. This may not be an all-inclusive list for your district or charter.

Sections are grouped by topics specific to first-year implementation and include questions to consider as teams. For each task in the table, users check a box indicating whether the task is completed. There is also space for users to enter next steps and target dates for completion.

## Topic: Recruitment and Selection

Selection of staff should align with the knowledge, skills and abilities needed to deliver the practice with fidelity.

Questions to consider:

* Have we defined the knowledge, skills and abilities needed to do the work?
* Do we have the right people to do the work?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| There are position descriptions that define roles (e.g., peer reviewer, summative evaluator). | Have not started  In progress  Completed |  |  |
| There are processes in place to recruit, interview, select and hire staff for roles. | Have not started  In progress  Completed |  |  |

## Topic: Training

Training builds capacity for implementation of the TDE model.

Questions to consider:

* How does role-specific training align with the defined knowledge, skills and abilities needed to do the work?
* How will training
  + Provide knowledge about the TDE model related to the vision, key practices and components/activities?
  + Increase buy-in as staff gains more knowledge?
  + Provide opportunities to practice new skills?
  + Provide opportunities to receive feedback in a safe and supportive training environment?
* How will we determine the effectiveness of training? How will we improve training?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| There is a training plan in place for the following:   * Summative evaluators * Peer reviewers * Teachers * New staff * Learning teams * Other identified roles | Have not started  In progress  Completed |  |  |
| Training has been scheduled, facilitators have been identified, and resources to support training have been allocated. | Have not started  In progress  Completed |  |  |
| Training reflects best practices in professional learning (e.g., is job-embedded, reflects adult learning principles, is ongoing). | Have not started  In progress  Completed |  |  |
| There are tools to evaluate the effectiveness of training. | Have not started  In progress  Completed |  |  |

## Topic: Coaching

Coaches observe implementation in context, provide feedback to improve competence and confidence, offer encouragement and support, and identify and report barriers to implementation.

Questions to consider:

* How will coaches provide summative evaluators and peer reviewers intensive support through the early stages of implementation?
* How will coaches supplement knowledge and skills offered in training?
* How will feedback from coaches enable peer reviewers and summative evaluators to use what they have learned in their day-to-day work with teachers?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| There is a role-specific coaching plan. | Have not started  In progress  Completed |  |  |
| There are coaches identified for peer reviewers and summative evaluators. | Have not started  In progress  Completed |  |  |
| There are processes in place for peer reviewers and summative evaluators to collaborate, problem-solve, and coach one another. | Have not started  In progress  Completed |  |  |
| There is a process for coaches to communicate with the implementation team about needs. | Have not started  In progress  Completed |  |  |

## Topic: Internal Systems

Internal systems purposefully develop and implement policies and practices that promote the TDE model.

Questions to consider:

* What teams will be needed to support implementation? At what levels should we have teams (i.e. district, school, grade, program, discipline, or role)?
* How will internal systems support new ways of work for teachers and staff?
* How will internal systems reduce implementation barriers?
* How will internal systems create a positive environment for teachers and staff to fully implement the TDE model?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| An implementation team has been established to lead, monitor and refine implementation and the model. Their responsibilities for ensuring that implementation happens have been defined. | Have not started  In progress  Completed |  |  |
| The implementation of the TDE model is aligned to other initiatives including the World’s Best Workforce plan, school improvement plans, and other district programs. | Have not started  In progress  Completed |  |  |
| There are clear, communicated guidelines, policies and procedures that support and align implementation. | Have not started  In progress  Completed |  |  |
| District policies have been assessed for alignment with TDE practices in the model. | Have not started  In progress  Completed |  |  |
| There is a communications plan in place for all stakeholders (i.e. teachers, school leaders, district staff, human resources personnel, parents and community, board members, union). | Have not started  In progress  Completed |  |  |
| There are processes in place defining how evaluation data will be used to inform personnel decisions. | Have not started  In progress  Completed |  |  |
| A process is in place to use data from teacher evaluations to inform professional development planning. | Have not started  In progress  Completed |  |  |

## Topic: External Systems

External systems include issues outside your immediate influence or direct control that could impede or support the ability to implement effectively.

Questions to consider:

* What external systems will impact our model’s implementation?
* How can we identify and eliminate or reduce external barriers to implementation? And enhance and sustain external systems that support implementation?
* Who else plays a role in our local implementation (i.e. MDE, service cooperatives, Regional Centers of Excellence, other service providers or consultants)?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| The TDE model has been assessed by the team based on the requirements in statute. The model complies with statute. | Have not started  In progress  Completed | (Use *Checklist for Evaluation Models* to confirm that local models meet statutory requirements) |  |
| External systems (opportunities or barriers) have been identified. | Have not started  In progress  Completed |  |  |
| Solutions have been proposed and/or issues have been raised at appropriate external levels. | Have not started  In progress  Completed |  |  |
| Resources from outside organizations (i.e. MDE, Education Minnesota, Minnesota School Boards Association) have been explored. | Have not started  In progress  Completed |  |  |

## Topic: Data Support Systems

Data systems help assess the implementation to help ensure improved student outcomes.

Questions to consider:

* How important are data collection, analysis, and reporting to achieving desired outcomes?
* How will data be collected, organized, and used?
* How will information and data be used to make decisions related to the level of support needed by staff?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| Responsibilities have been assigned for collecting and analyzing evaluation data and student outcome data. | Have not started  In progress  Completed |  |  |
| Expectations for data collection, analysis, and reporting have been set. | Have not started  In progress  Completed |  |  |
| Data has been identified to measure effort, fidelity of implementation, and outcomes. | Have not started  In progress  Completed |  |  |
| Processes and procedures are in place for collecting and analyzing identified data. | Have not started  In progress  Completed |  |  |

## Topic: Leadership (Technical and Adaptive)

Leadership at all levels is key to the successful implementation of any model. Leadership must address both the technical and adaptive needs of staff and implementation.

Questions to consider:

* What are the key leadership roles in our implementation plan?
* How will leadership roles change because of the implementation of the teacher development and evaluation model?
* How will leaders communicate regarding implementation and staff needs?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| The district superintendent has conferred with district, school, and teacher leaders regarding roles and model implementation. | Have not started  In progress  Completed | (See conferencing guide for superintendents published by MDE) |  |
| District, school, and teacher leadership are familiar with the model, the implementation plan and priorities, and the model’s alignment with other district and school initiatives. | Have not started  In progress  Completed |  |  |
| Leadership for implementation has been identified at the district and school levels to oversee implementation. Leadership roles are clearly articulated. | Have not started  In progress  Completed |  |  |
| Technical needs of staff have been identified, and leadership strategies have been identified to meet technical needs. | Have not started  In progress  Completed |  |  |
| The organization’s culture has been assessed, and adaptive needs have been identified. Leadership strategies have been identified to meet adaptive needs. | Have not started  In progress  Completed |  |  |

## Topic: Assessment of Implementation

Assessments are designed to measure the essential functions and core components of the TDE model so that leadership can evaluate implementation.

Questions to consider:

* Have we defined the results/outcomes we are looking for?
* How will we know how well we are implementing?
* What will support assessment of implementation? What might be barriers?
* How will we continue to improve the assessment of implementation?

| **Task/Topic** | **Completed?** | **Next Steps** | **Target Dates** |
| --- | --- | --- | --- |
| There are outcomes defined for our model, including early markers of success. | Have not started  In progress  Completed |  |  |
| There is a plan in place for assessing implementation that defines who and when. | Have not started  In progress  Completed |  |  |
| There is a defined process for collecting and using results to improve implementation and the model. | Have not started  In progress  Completed |  |  |
| Feedback on implementation is gathered from the following:   * Teachers * Peer reviewers * Summative evaluators * Other roles | Have not started  In progress  Completed |  |  |