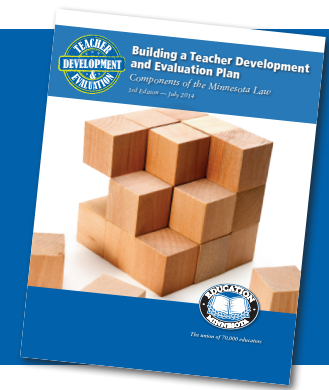




# Checklist Companion

*Building a Teacher Development and Evaluation Plan:  
Components of the Minnesota Law  
July 2014*



## INTRODUCTION

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 if your plan:

<p>1. Is jointly agreed on by the school board and the local teachers union? (Page 3)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (a)</b> 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 teacher evaluation plan.</p>
<p><b>TEACHER GROWTH</b></p>	
<p>2. Includes an individual growth and development plan? (Page 4)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (2)</b> 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.</p>
<p>3. Includes a three-year review cycle for all teachers? (Page 4)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (2)</b> The annual evaluation process for teachers must establish a three-year professional review cycle for each teacher.</p>
<p>4. Includes three evaluations annually for probationary teachers, with the first evaluation occurring within the first 90 days of employment? (Page 4)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (1)</b> The annual evaluation process for teachers must, for probationary teachers, provide for all evaluations required under Subdivision 5.</p> <p><b>122A.40, Subd. 5 (a)</b> 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.</p>

<p>5. Is aligned with the Minnesota Standards of Effective Practice for Teachers (MN Rule 8710.2000)?</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (3)</b> The annual evaluation process for teachers must be based on professional teaching standards established in rule.</p>
<p>6. Provides teachers the opportunity to participate in job-embedded learning opportunities such as professional learning communities? (Page 5)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (a)</b> The annual teacher evaluation process for teachers must include having trained observers serve as peer coaches or having teachers participate in professional learning communities.</p> <p><b>122A.40, Subd. 8 (b) (2)</b> 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.</p>
<p>7. Coordinates staff development and teacher evaluation? (Pages 6 &amp; 7)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (4)</b> 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] <b>(5)</b> may provide time during the school day and school year for peer coaching and teacher collaboration; [and] <b>(7)</b> may include mentoring and induction programs.</p>
<p><b>DEVELOPMENT AND EVALUATION</b></p>	
<p>8. Includes peer coaching/review by trained observers? (Pages 5, 8 &amp; 9)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (a)</b> . . . The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).</p> <p><b>(b) (2)</b> 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, 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.</p>
<p>9. Includes at least one summative evaluation performed by a qualified and trained evaluator during the three year cycle? (Pages 10 &amp; 11)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (2)</b> 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.</p> <p><b>(11)</b> must require qualified evaluators such as school administrators to perform summative evaluations. Evaluators must be trained in the specifics of TDE.</p>
<p>10. Includes an option for a teacher to develop and present a portfolios for the summative evaluation? (Page 12)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (8)</b> 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.</p>

<p>11. 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)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (12)</b> 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</p> <p><b>(13)</b> 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.</p>
<p><b>MEASUREMENT</b></p>	
<p>12. Bases 35% of a teacher's evaluation on growth data from assessments that are valid, reliable and aligned to standards? (Pages 14-15)</p> <p><i>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 to provide updated guidance.</i></p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (9)</b> 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 and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.</p>
<p>13. Includes longitudinal data on student engagement and connection? (Pages 16-17)</p> <p><b>YES or NO</b></p>	<p><b>122A.40, Subd. 8 (b) (10)</b> 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, including academic literacy, oral academic language and achievement content areas of English learners.</p>

