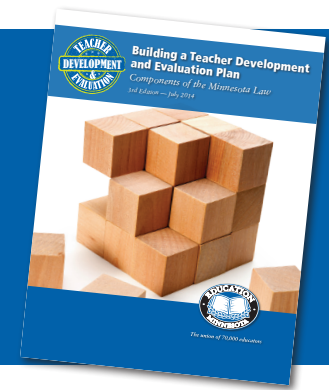




Implementation Companion

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

July 2014



This Implementation 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.

According to implementation research, it is necessary to move through **process implementation** before **performance implementation** can occur.

- **Process implementation** is achieved when the design phase is completed and the planned elements of the policy or program are actually enacted in the district or school.
- **Performance implementation** occurs when the policy or program goes beyond the simple execution of procedures and begins to meet its stated goals.

In Teacher Development and Evaluation, **process implementation** is achieved when the elements of the TDE model have been put in place in the appropriate manner and in a timely fashion. **Performance implementation** is achieved when the system begins to meet the stated goals of continuous professional growth and fair teacher evaluation.

Implementation research also demonstrates that effective monitoring of program and policy implementation can lead to **innovation**.

- **Innovation** in this context refers to intentionally noting desirable changes that will lead to improved program performance to meet the stated goals of the policy.

As local teams monitor implementation of TDE, they should intentionally seek ways to improve the TDE plan in order to achieve the goals of continuous professional growth, improved student learning and fair evaluation.

COMPONENTS OF THE LAW	STATUS OF PROCESS IMPLEMENTATION Is it In place ? Is it completed in timely fashion?	STATUS OF PERFORMANCE IMPLEMENTATION Is it helping to meet the TDE goals of professional growth, improved student learning and fair evaluation?	NOTES FOR INNOVATION
TEACHER GROWTH			
Individual growth and development plan for each teacher (Page 4).			

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Three-year review cycle for all teachers (Page 4).			
Three evaluations annually for probationary teachers, with the first evaluation occurring within the first 90 days of employment (Page 4).			
TDE plan coordinated with district staff development efforts (Pages 6 & 7).			
DEVELOPMENT AND EVALUATION			
Peer coaching/review by trained observers (Pages 8 & 9).			

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Notes shared between a teacher and his or her peer reviewer are protected (Page 8).			
At least one summative evaluation performed by a qualified and trained evaluator during the three year cycle (Pages 10 & 11).			
Training for summative evaluators is specific to TDE (Pages 10 & 11).			
Option for a teacher to develop and present a portfolio for the summative evaluation (Page 12).			

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Teacher improvement plan (TIP) for teachers not meeting standards that includes goals and timelines (Page 13).			
MEASUREMENT			
35% of a teacher's evaluation based on valid and reliable assessments of student growth and literacy (Pages 14-15).			
Longitudinal data on student engagement and connection, including academic literacy and oral academic language for English Learners (Pages 16-17).			