

Teacher Work Group Subcommittees

Sub-Committee	Related Statutory Language	Considerations/Key Decisions/Products
<p>1. Growth and Evaluation Cycle and Activities</p>	<p>(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers: (1) must, for probationary teachers, provide for all evaluations required under subdivision 5; (2) 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 under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator; (7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), 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>	<ol style="list-style-type: none"> 1. The other 65% 2. Annual evaluation process <ol style="list-style-type: none"> a. Professional review cycle for probationary teachers b. Professional review cycle for continuing contract teachers c. Other licensed teachers 3. Evaluation tools that are deemed fair, transparent, rigorous, and valid 4. Peer review 5. CCSS and content standards 6. Equity for all sizes/shapes/types of districts
<p>2. Performance Standards</p>	<p>(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers: (3) must be based on professional teaching standards established in rule</p>	<ol style="list-style-type: none"> 1. Core competencies (quality standards for teacher assessment) <ol style="list-style-type: none"> a. Classroom teachers b. Other licensed teachers 2. CCSS and content standards 3. Criteria used to differentiate between performance standards that include categories (i.e. highly effective, effective, ineffective) 4. Evaluation rubrics that are deemed fair, transparent, rigorous, and valid
<p>3. Student Achievement Data</p>	<p>(b) To develop, improve, and support qualified teachers and effective teaching practices and</p>	<ol style="list-style-type: none"> 1. Meaning of value-added 2. Value-Added Research Center; University of

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	<p>improve student learning and success, the annual evaluation process for teachers: (8) must use an agreed upon teacher value-added assessment model for the grade levels and subject areas for which value-added data are available and establish state or local measures of student growth for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results</p>	<p>Wisconsin</p> <ol style="list-style-type: none"> 3. Shared goals (individual versus site—35%) 4. CCSS and content standards and implications for the 35% 5. Tested grades and subject areas 6. Non-tested grades and subject areas 7. Teachers of EL students and students with special needs
<p>4. Student Engagement Data</p>	<p>(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers: (9) 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</p>	<ol style="list-style-type: none"> 1. Student connectedness 2. Feedback and surveys (identify/develop survey(s), implementation recommendations)
<p>5. Implementation and LEA Support</p>	<p>(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers: (10) must require qualified and trained evaluators such as school administrators to perform summative evaluations; (WAIVER—Approval process for LEA’s teacher evaluation and support systems)</p>	<ol style="list-style-type: none"> 1. Five-year implementation timeline including model development, model refinement, pilot year, full implementation, and implementation refinement 2. Ongoing training to ensure full understanding of the system and its implementation 3. Trained evaluators (what and when no trained evaluator exists) 4. Adequate training to ensure teachers fully understand student academic growth data 5. Funding and projected costs associated with implementation plan 6. Recommendations for policy changes that will support the evaluation system (i.e. licensure, compensation, promotion) 7. Approval process for LEA teacher evaluation and support systems to ensure they are consistent

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		<p>with guidelines and result in successful implementation</p> <ol style="list-style-type: none"> 8. Timelines for districts to determine their evaluation model 9. MDE-developed implementation rubric for LEA use including the types of evaluation tools (surveys, observation tools, student growth models, professional growth plans, etc.), requirements ensure inter-rater reliability training for evaluators, and training of educators in the evaluation model 10. LEA assurances that all evaluators are adequately trained to demonstrate the ability to make accurate judgments and that their evaluation model is implemented with fidelity
<p>6. Professional Development</p>	<p>(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers: (4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes; (5) may provide time during the school day and school year for peer coaching and teacher collaboration; (6) may include mentoring and induction programs; (11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines</p>	<ol style="list-style-type: none"> 1. Data to be collected, disseminated, used for PD planning 2. Adequate training to ensure teachers fully understand student academic growth data 3. Recommendations for the development and implementation of a continuous improvement process supported by the new evaluation system 4. Alignment with teacher preparation

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<p>TBD Based on Developed Model and/or Work Group Decision</p>	<p>(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers: (12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) 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>	<ol style="list-style-type: none"> 1. Process by which a teacher may appeal his or her rating of “ineffective” 2. Recommendations for policy changes that will support the evaluation system (i.e. retention, removal)

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