TEACHER DEVELOPMENT & EVALUATION STATUTE (TDE)

Lots more here besides the booklet we are giving you – including links to the actual statute and the state’s model plan
What is TDE?

- State Statute 122A.40 and 122A.41 mandates each district has a TDE (Teacher Development & Evaluation) plan in place by 2014-15.
- Each district must either:
  - Develop our own plan through joint agreement
  - Use the state default model
  - Develop a hybrid of our own and state model
- Our last round of bargaining approved developing local plan (Letter of Understanding).
Teacher/Principal Development & Evaluation Investigation Committee

- Members:
  - Jane Sorensen, Gail Tratz (OEA – represent Executive Board, Instruction and Professional Development chair, Member Rights, and Negotiations between them)
  - Linda Skrien, Teri Preisler (DO representatives)
  - Mark Randall, Julie Sullivan (Building principals)

- Group has attended two meetings learning about what the statute requires and examining the Minnesota Department of Education’s default model
- Will attend a final meeting on March 28th
- Updates shared via email by Superintendent Grant
The statute was designed “to improve student learning and success” and to “develop, improve and support teachers and effective teaching practices”.

Statute provides for consistency and accountability in teacher development and evaluation.
How will teachers be evaluated?

- Evaluation will be based on the components of teacher practice, student engagement and connection, and student learning & achievement.
- At least 35% of the evaluation must be based on student learning and achievement. We decide how to proportion everything else.
- We will need to decide how to create a numerical representation of teacher performance.
- Teachers not performing adequately must receive support according to statute.
## Major Components of the TDE Statute

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Note areas that interest you – there will probably be subcommittee work.
Next Steps...

- Form an Advisory Committee that will create our local plan
TDE Advisory Committee

- Will make major decisions and oversee creation of our plan
- Joint committee comprised of approximately 25 union members and 10 administrative representatives
- Characteristics important for members:
  - Reliable
  - Thoughtful
  - Honest with authority figures
  - Have earned the trust and respect of colleagues
  - Command respect in the district and community
Major Tasks of TDE Advisory Committee

Expect two meetings this spring and ongoing meetings throughout next year

- **Elect Co-Chairs** (OEA Chair, Administrator Chair)
- **Develop joint belief statement**
  - Beliefs will guide committee’s planning decisions
  - Union belief survey data is available on TDE section in Staff Links
- **Develop communication model**
  - District website: “Staff Links” has section for TDE
  - Committee will decide specifics of communicating with all stakeholders
- **Develop and communicate TDE plan for 2014-2015** by next spring
  - OEA and School Board then vote and ratify the plan
  - Failure to reach joint agreement on plan = use state model
Selection Process for TDE Advisory Committee

- Interested members submit a letter of interest to President Andrix (form is posted on website)

- Executive Board will review the submissions and advise President Andrix to appoint union members to the joint committee. Will check for representation from:
  - Buildings
  - Grade levels
  - Specialists (counselors, special education, ECSE, TOSA, media specialist)
  - Leadership experience
  - Bargaining experience
  - Teacher rights experience

- Submit letter of interest to Matt McCartney by March 22

- TDE Advisory Members notified by March 29

Go here and then select “Documents” on the left to download the form.
We can do this together!

Be informed

Be involved
Q-Comp Information

- Side-by-side comparison of Q-Comp and TDE requirements (Jeff)
- Q-Comp Visits (Matt)
Teacher Evaluation Statute
(Implemented in 2014 regardless of whether or not the OEA decides to adopt Q-Comp)
• Three Year Professional Review Cycle for teachers.
• Formative Assessment years one and two. Summative Evaluation year three.
• Formative Assessment carried out by Peer Evaluators.
• Summative Assessment carried out by School Administrators.
• Evaluation based upon Minnesota Teaching Standards.
• Individual Growth and Development Plan.
• Improvement process including goals and timelines.
• Coordinated Staff Development Activities including PLC/collaboration time. Option of providing PLC/collaboration time within the school day. Otherwise, outside the day.
• 35% of Teacher Evaluation will be based upon student performance. Measures determined locally or by the State will be used to evaluate performance in areas where student achievement data is not readily available.
• Longitudinal data collected on student engagement and connection.
• Evaluation protocol used for personnel decisions.
• At this time, no additional funding will be provided to implement this program. Costs associated with implementing the program (stipends or special assignment status for peer evaluators, etc.) would likely have to come from the General Fund at the expense of other programming.
Additional Requirements for Q-Comp

- Three observations per year by at least two different people on the Evaluation Team.
- All licensed staff evaluated.
- Evaluation based upon a rubric. “Proficient” is the standard of a successful evaluation. Training on the rubric is required.
- Pre- and Post-Conferences are used for coaching and reflection.
- PLC’s meet at least every other week during the school day.
- 60% of any compensation increase based upon teacher performance using: school-wide achievement, measures of student achievement, and/or successful evaluation.

For those in steps, this means step movement will only occur with a “Proficient Evaluation”. Those not in steps would have to meet “Proficiency” in order to receive the Q-Comp stipend.

- $260 per Student provided by the State and local levy to implement the program. This would provide $1.3 Million to be used to administer the program and provide additional pay for licensed staff who take on additional duties (Peer Coach, etc.) or receive a “Proficient” Evaluation. This averages out to about $3800/teacher (one should not expect to see that entire amount added to salary as costs to run the program will eat some of that up... JW)
- It would be the position of the OEA that Q-Comp language be placed in a Letter of Understanding so that, if funding should cease, we would revert to current contractual language and salary schedules.
St. Francis and Big Lake Notes

**St. Francis**
- 3 half time coordinators each half time in classroom
- Academy-built on ER&D classes
- Built into school day 4 flex days (30hrs)
- Have documents that lay out pay for all jobs and requirements
- Stressed importance of communication
- Program built trust within membership
- Increased interest in sharing ideas between staff, both horizontally and vertically
- Used as a growth model

**Big Lake**
- PLC’s-Tuesday’s cleared and contract day adjusted so they have 50 min after school every week. Can leave early a different day
- PLC book studies topics are registered with St. Mary’s for credit hours
- Have documents that lay out pay for all jobs and requirements
- Stressed importance of communication
- 34 trained PLC leaders @ $700 stipend (4 schools) I would say 58 for Owatonna
- 4 buildings, 4 peer observers full time – posted position
- Used as a growth model
Components:
1. SPIP (Student Performance Improvement Plan) - goal setting and observations
2. PRT (Performance Review Team) observers
3. ESG (Evidence of Student Growth)
4. Instructional Implementation Specialist-PD

Very different career ladder for pay

5 components laid-out in packet
1. Career ladder
2. Job embedded PD
3. Peer Eval
4. Performance Pay
5. Alternate salary schedule

Firewall between peer observers and Admin-no sharing (after doing it several years many teachers want to see this wall go away and want to use obs. For their admin to see.
Career ladder phased in for moving from steps and lanes to career ladder
Must be fully engaged to advance on career ladder
Fully Engaged means completing all components of the plan.
3 year increments for career ladder
Additions for MA, leadership positions and full engagement (meaning goals, observations and classes)

No one did not access money available
Modified Danielson for evaluations- options for different rubric for groups that don’t have typical classrooms or untested subjects
Observer training done by David Peterson from University of St. Thomas
Have full time q-comp coordinator
Each observer does 50 each of the three rounds. Use google calendar to manage