

1.1 moves to amend H.F. No. 2397, the first engrossment, as follows:

1.2 Page 74, after line 33, insert:

1.3 "Sec. 15. Minnesota Statutes 2013 Supplement, section 122A.40, subdivision 8,
1.4 is amended to read:

1.5 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
1.6 **teachers.** (a) To improve student learning and success, a school board and an exclusive
1.7 representative of the teachers in the district, consistent with paragraph (b), may develop
1.8 a teacher evaluation and peer review process for probationary and continuing contract
1.9 teachers through joint agreement. If a school board and the exclusive representative of the
1.10 teachers do not agree to an annual teacher evaluation and peer review process, then the
1.11 school board and the exclusive representative of the teachers must implement the state
1.12 teacher evaluation plan for evaluation and review under paragraph (c). The process must
1.13 include having trained observers serve as peer coaches ~~or having teachers participate in~~
1.14 ~~professional learning communities~~, consistent with paragraph (b).

1.15 (b) To develop, improve, and support qualified teachers and effective teaching
1.16 practices and improve student learning and success, the annual evaluation process for
1.17 teachers:

1.18 (1) must, for probationary teachers, provide for all evaluations required under
1.19 subdivision 5;

1.20 (2) must establish a three-year professional review cycle for each teacher that
1.21 includes an individual growth and development plan, a peer review process, ~~the~~
1.22 ~~opportunity to participate in a professional learning community under paragraph (a)~~; and
1.23 at least one summative evaluation performed by a qualified and trained evaluator such as a
1.24 school administrator. For the years when a tenured teacher is not evaluated by a qualified
1.25 and trained evaluator, the teacher must be evaluated by a peer review;

1.26 (3) must be based on professional teaching standards established in rule;

2.1 (4) must coordinate staff development activities under sections 122A.60 and
2.2 122A.61 with this evaluation process and teachers' evaluation outcomes;

2.3 (5) may provide time during the school day and school year for peer coaching and
2.4 teacher collaboration;

2.5 (6) may include job-embedded learning opportunities such as professional learning
2.6 communities;

2.7 (7) may include mentoring and induction programs;

2.8 ~~(7)~~ (8) must include an option for teachers to develop and present a portfolio
2.9 demonstrating evidence of reflection and professional growth, consistent with section
2.10 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
2.11 based on student work samples and examples of teachers' work, which may include video
2.12 among other activities for the summative evaluation;

2.13 ~~(8)~~ (9) must use data from valid and reliable assessments aligned to state and local
2.14 academic standards and must use state and local measures of student growth that may
2.15 include value-added models or student learning goals to determine 35 percent of teacher
2.16 evaluation results;

2.17 ~~(9)~~ (10) must use longitudinal data on student engagement and connection, and
2.18 other student outcome measures explicitly aligned with the elements of curriculum for
2.19 which teachers are responsible;

2.20 ~~(10)~~ (11) must require qualified and trained evaluators such as school administrators
2.21 to perform summative evaluations and ensure school districts and charter schools provide
2.22 for effective evaluator training specific to teacher development and evaluation;

2.23 ~~(11)~~ (12) must give teachers not meeting professional teaching standards under
2.24 clauses (3) through ~~(10)~~ (11) support to improve through a teacher improvement process
2.25 that includes established goals and timelines; and

2.26 ~~(12)~~ (13) must discipline a teacher for not making adequate progress in the teacher
2.27 improvement process under clause ~~(11)~~ (12) that may include a last chance warning,
2.28 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
2.29 other discipline a school administrator determines is appropriate.

2.30 Data on individual teachers generated under this subdivision are personnel data
2.31 under section 13.43. The observation and interview notes of peer coaches may only be
2.32 disclosed to other school officials with the consent of the teacher being coached.

2.33 (c) The department, in consultation with parents who may represent parent
2.34 organizations and teacher and administrator representatives appointed by their respective
2.35 organizations, representing the Board of Teaching, the Minnesota Association of School
2.36 Administrators, the Minnesota School Boards Association, the Minnesota Elementary

3.1 and Secondary Principals Associations, Education Minnesota, and representatives of
 3.2 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
 3.3 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
 3.4 in teacher evaluation, must create and publish a teacher evaluation process that complies
 3.5 with the requirements in paragraph (b) and applies to all teachers under this section and
 3.6 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher
 3.7 evaluation and peer review process. The teacher evaluation process created under this
 3.8 subdivision does not create additional due process rights for probationary teachers under
 3.9 subdivision 5.

3.10 **EFFECTIVE DATE.** This section is effective for revenue for the 2014-2015 school
 3.11 year and later."

3.12 Page 77, after line 12, insert:

3.13 "Sec. 17. Minnesota Statutes 2013 Supplement, section 122A.41, subdivision 5,
 3.14 is amended to read:

3.15 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
 3.16 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 3.17 representative of the teachers in the district, consistent with paragraph (b), may develop an
 3.18 annual teacher evaluation and peer review process for probationary and nonprobationary
 3.19 teachers through joint agreement. If a school board and the exclusive representative of the
 3.20 teachers in the district do not agree to an annual teacher evaluation and peer review process,
 3.21 then the school board and the exclusive representative of the teachers must implement
 3.22 the state teacher evaluation plan for evaluation and review developed under paragraph
 3.23 (c). The process must include having trained observers serve as peer coaches or having
 3.24 teachers participate in professional learning communities, consistent with paragraph (b).

3.25 (b) To develop, improve, and support qualified teachers and effective teaching
 3.26 practices and improve student learning and success, the annual evaluation process for
 3.27 teachers:

3.28 (1) must, for probationary teachers, provide for all evaluations required under
 3.29 subdivision 2;

3.30 (2) must establish a three-year professional review cycle for each teacher that
 3.31 includes an individual growth and development plan, a peer review process, ~~the~~
 3.32 ~~opportunity to participate in a professional learning community under paragraph (a)~~, and
 3.33 at least one summative evaluation performed by a qualified and trained evaluator such
 3.34 as a school administrator;

3.35 (3) must be based on professional teaching standards established in rule;

4.1 (4) must coordinate staff development activities under sections 122A.60 and
4.2 122A.61 with this evaluation process and teachers' evaluation outcomes;

4.3 (5) may provide time during the school day and school year for peer coaching and
4.4 teacher collaboration;

4.5 (6) may include job-embedded learning opportunities such as professional learning
4.6 communities;

4.7 (7) may include mentoring and induction programs;

4.8 ~~(7)~~ (8) must include an option for teachers to develop and present a portfolio
4.9 demonstrating evidence of reflection and professional growth, consistent with section
4.10 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
4.11 based on student work samples and examples of teachers' work, which may include video
4.12 among other activities for the summative evaluation;

4.13 ~~(8)~~ (9) must use data from valid and reliable assessments aligned to state and local
4.14 academic standards and must use state and local measures of student growth that may
4.15 include value-added models or student learning goals to determine 35 percent of teacher
4.16 evaluation results;

4.17 ~~(9)~~ (10) must use longitudinal data on student engagement and connection and
4.18 other student outcome measures explicitly aligned with the elements of curriculum for
4.19 which teachers are responsible;

4.20 ~~(10)~~ (11) must require qualified and trained evaluators such as school administrators
4.21 to perform summative evaluations and ensure school districts and charter schools provide
4.22 for effective evaluator training specific to teacher development and evaluation;

4.23 ~~(11)~~ (12) must give teachers not meeting professional teaching standards under
4.24 clauses (3) through ~~(10)~~ (11) support to improve through a teacher improvement process
4.25 that includes established goals and timelines; and

4.26 ~~(12)~~ (13) must discipline a teacher for not making adequate progress in the teacher
4.27 improvement process under clause ~~(11)~~ (12) that may include a last chance warning,
4.28 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
4.29 other discipline a school administrator determines is appropriate.

4.30 Data on individual teachers generated under this subdivision are personnel data
4.31 under section 13.43. The observation and interview notes of peer coaches may only be
4.32 disclosed to other school officials with the consent of the teacher being coached.

4.33 (c) The department, in consultation with parents who may represent parent
4.34 organizations and teacher and administrator representatives appointed by their respective
4.35 organizations, representing the Board of Teaching, the Minnesota Association of School
4.36 Administrators, the Minnesota School Boards Association, the Minnesota Elementary

5.1 and Secondary Principals Associations, Education Minnesota, and representatives of
 5.2 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
 5.3 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
 5.4 in teacher evaluation, must create and publish a teacher evaluation process that complies
 5.5 with the requirements in paragraph (b) and applies to all teachers under this section and
 5.6 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher
 5.7 evaluation and peer review process. The teacher evaluation process created under this
 5.8 subdivision does not create additional due process rights for probationary teachers under
 5.9 subdivision 2.

5.10 **EFFECTIVE DATE.** This section is effective for revenue for the 2014-2015 school
 5.11 year and later."

5.12 Page 78, after line 13, insert:

5.13 "Sec. 18. Minnesota Statutes 2012, section 122A.414, subdivision 2, is amended to read:

5.14 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this
 5.15 program, a school district, intermediate school district, school site, or charter school must
 5.16 have an educational improvement plan under section 122A.413 and an alternative teacher
 5.17 professional pay system agreement under paragraph (b). A charter school participant also
 5.18 must comply with subdivision 2a.

5.19 (b) The alternative teacher professional pay system agreement must:

5.20 (1) describe how teachers can achieve career advancement and additional
 5.21 compensation;

5.22 (2) describe how the school district, intermediate school district, school site, or
 5.23 charter school will provide teachers with career advancement options that allow teachers
 5.24 to retain primary roles in student instruction and facilitate site-focused professional
 5.25 development that helps other teachers improve their skills;

5.26 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation
 5.27 paid before implementing the pay system from being reduced as a result of participating
 5.28 in this system, and base at least 60 percent of any compensation increase on teacher
 5.29 performance using:

5.30 (i) schoolwide student achievement gains under section 120B.35 or locally selected
 5.31 standardized assessment outcomes, or both;

5.32 (ii) measures of student achievement growth that may include value-added models
 5.33 or student learning goals, consistent with section 122A.40, subdivision 8, clause (9), or
 5.34 122A.41, subdivision 5, clause (9); and

6.1 (iii) an objective evaluation program ~~that includes:~~ under section 122A.40,
 6.2 subdivision 8, paragraph (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2)

6.3 ~~(A) individual teacher evaluations aligned with the educational improvement plan~~
 6.4 ~~under section 122A.413 and the staff development plan under section 122A.60; and~~

6.5 ~~(B) objective evaluations using multiple criteria conducted by a locally selected and~~
 6.6 ~~periodically trained evaluation team that understands teaching and learning;~~

6.7 (4) provide ~~integrated ongoing site-based professional development activities for~~
 6.8 participation in job-embedded learning opportunities such as professional learning
 6.9 communities to improve instructional skills and learning that are aligned with student needs
 6.10 under section 122A.413, consistent with the staff development plan under section 122A.60
 6.11 and led during the school day by trained teacher leaders such as master or mentor teachers;

6.12 (5) allow any teacher in a participating school district, intermediate school district,
 6.13 school site, or charter school that implements an alternative pay system to participate in
 6.14 that system without any quota or other limit; and

6.15 (6) encourage collaboration rather than competition among teachers.

6.16 **EFFECTIVE DATE.** Paragraph (b), clause (3), is effective for agreements under
 6.17 this section approved after August 1, 2015."

6.18 Page 113, line 5, after "Teacher" insert "Development and"

6.19 Page 113, line 7, after "teacher" insert "development and"

6.20 Page 113, line 10, after "including" insert ", but not limited to,"

6.21 Page 113, line 12, after the second comma, insert "Education Minnesota, Schools
 6.22 for Equity in Education, the Minnesota Business Partnership, the Minnesota Chamber
 6.23 of Commerce,"

6.24 Page 113, line 29, after "teacher" insert "development and"

6.25 Renumber the sections in sequence and correct the internal references

6.26 Amend the title accordingly