

# Minnesota State Teacher Development, Evaluation and Peer Support Model Pilot: Participant Recommendations

**February 2014**

Report written by:

Beverly Dretzke, PhD

Debra Ingram, PhD

Melissa Kwon, PhD

Kristin Peterson, MA

Timothy Sheldon, PhD

Kyla Wahlstrom, PhD

Research Assistants:

Anne Crampton

Shannon Dahmes

Kaitlyn Larabee

Alicia Lim



CENTER FOR  
APPLIED RESEARCH AND  
EDUCATIONAL IMPROVEMENT

COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

---

UNIVERSITY OF MINNESOTA

### **Contact Information**

Center for Applied Research and Educational Improvement  
College of Education and Human Development  
University of Minnesota  
1954 Buford Ave., Suite 425  
St. Paul, MN 55108  
Telephone: (612) 624-0300  
Email: [carei@umn.edu](mailto:carei@umn.edu)

### **Please cite as:**

Dretzke, B., Ingram, D., Kwon, M., Peterson, K., Sheldon, T., Wahlstrom, K., Crampton, A., Dahmes, S., Laribee, K., & Lim, A. College of Education and Human Development, Center for Applied Research and Educational Improvement. (2014). *Minnesota state teacher development, evaluation and peer support model pilot: Initial evaluation report*. Retrieved from University of Minnesota website: <http://www.cehd.umn.edu/CAREI/>

## **Recommendations from Summative Evaluators and Teachers Participating in Pilot Program**

The following recommendations were provided by participants via interviews or survey responses during initial data collection. These are not recommendations of the CAREI Evaluation Team or based on data analyses.

### **Elaborate and Clarify the Model:**

- Provide annotated samples of completed IGDP and Student Learning Goals forms. The annotation could define terms and explain the source of the information contained on the sample form.
- Provide samples of documentation for Points of Contact (POC), including both POC by peer reviewers and POC by summative evaluators. Also include samples for the various types of POC.
- Clarify the relationship, if any, between goals on the IGDP and goals for student learning.

### **Provide More Training and Technical Assistance:**

- Provide additional training and technical assistance on Student Learning Goals for specialist teachers.
- Provide additional training and technical assistance on the Model for non-classroom teachers.
- Provide additional training and technical assistance on the peer review process.
- Shorten the length of training sessions, include fewer topics, and provide more time during the session for summative evaluators and teachers to apply the information.
- As part of the training and technical assistance sessions, clarify how the Pilot fits with other district initiatives or other things teachers are already doing, such as looking at student data or setting goals.
- Make training available online and on demand so that summative evaluators and teachers could complete the training at more convenient times.
- Establish a helpline that teachers and summative evaluators could contact when they have questions about implementation.

### **Increase the Feasibility of Fully Implementing the Model:**

- Consider a reduction in the number of POC required by summative evaluators.
- Help summative evaluators and teachers strategize about how to make time for implementing the Model, both during the Pilot year and beyond, when funding from MDE is no longer available.
- Help implementation teams and summative evaluators identify ways to address the concerns of teachers who believe the Model is just one more initiative that will eventually go away.