

**Memorandum of Agreement
State Educational Agency and Local Educational Agency
Race to the Top Program**

State Educational Agency: Minnesota Department of Education
Local Educational Agency:
[Insert name of LEA above]

STATEMENT OF PURPOSE

The purpose of this Agreement is to establish the responsibilities of the State Educational Agency (“SEA”) and Local Educational Agency (“LEA”) as required under the federal Race to the Top (“RTTT”) program. The RTTT program is part of the American Recovery and Reinvestment Act of 2009. This Agreement outlines the responsibilities and roles of a participating LEA in the implementation of an approved RTTT program. The SEA will be notified in April 2010 by the United State Department of Education (“USDE”) if the grant is awarded, and implementation will begin with the 2010-11 school year.

Minnesota Department of Education (“MDE”) requires that all LEAs in Minnesota that plan to participate in the RTTT Program sign and return this Memorandum of Agreement by January 13, 2010. MDE will not accept Agreements after the stated deadline. A signed Agreement is null and void if the SEA is not awarded RTTT grant funds.

SCOPE OF WORK

The Scope of Work is found in Exhibits 1, 2, 3 and 4 of the Agreement.

PARTICIPATING LEA REQUIREMENTS

In assisting the SEA in implementing the tasks and activities in the State’s RTTT plan, the Participating LEA sub-grantee will:

1. Implement the LEA plan as identified in Exhibits 1, 2, 3 and 4 of this Agreement;
2. Actively participate in all relevant meetings and events that are organized and sponsored by the SEA or USDE, which will include progress of the RTTT plan and other related matters;
3. Post to any website specified by the SEA or USDE, in a timely manner, all non-proprietary products and lessons developed using funds of this grant conducted by the SEA or USDE; and
4. Be responsive to the SEA or USDE requests for information including the status of the project, project implementation, outcomes or problems anticipated or encountered.

STATE RESPONSIBILITIES

In assisting Participating LEA in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Work collaboratively with and support the Participating LEA in carry out the LEA plan as identified in Exhibits 1, 2, 3 and 4 of this Agreement;
2. Timely distribute the LEA's portion of the Race to the Top grant funds during the course of the project period and in accordance with the LEA plan;
3. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4. Identify sources of technical assistance for the RTTT plan.

JOINT RESPONSIBILITIES

1. The SEA and the Participating LEA will each appoint a key contact person for the RTTT program and will remain in frequent contact should the SEA receive grant funding from USDE;
2. SEA and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the entire grant period; and
3. SEA and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's RTTT grant, even the SEA plan or LEA plan require modifications.

SEA RECOURSE FOR LEA NON-PERFORMANCE

The SEA may cancel this Agreement if the SEA finds that there has been a failure to comply with the provisions of this Agreement, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The SEA may take action to protect the interests of the state of Minnesota, including refusal to disburse additional funds. SEA enforcement provisions are also outlined in 34 CFR section 80.43. to CFR section 80.43.

ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has the requisite power and authority to execute the MOA;
2. Is committed to implement the LEA RTTT plan;
3. Agrees to participate and implement the mandatory provisions of the RTTT plan, as outlined in Exhibit 1.
4. Will provide a Final Scope of Work to be attached to this Agreement as Exhibit 4 only if the SEA's RTTT application is approved and funded and will do so within 90 days after the grant is awarded in the form and manner prescribed by the SEA; and
5. Will comply with all the terms of the RTTT grant and all applicable Federal and State laws and regulations, including laws and regulation applicable to RTTT, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

MODIFICATIONS

This Agreement may be amended by written agreement signed by each of the parties involved, and in consultation with USDE.

DURATION/TERMINATION

This Agreement shall be canceled by the SEA or LEA at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such cancellation, the LEA shall be entitled to payment, determined on a pro rata basis, for work or services performed to the SEA's satisfaction.

SIGNATURES

LEA Superintendent (or equivalent authorized signature) – required

Signature / Date

Print Name / Title

Chair of School Board – optional but strongly encouraged

Signature / Date

Print Name / Title

Local Representative of Teachers – optional but strongly encouraged

Signature / Date

Print Name / Title

Authorized State Official – required

Signature / Date

Print Name / Title

Exhibit 1. LEA RTTT PARTICIPATION WORKSHEET

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
Standards and Assessments				
B(1) Developing and adopting common standards		Yes	- Adopting Common Core Standards is mandatory for participating and non-participating LEAs.	
B(2) Developing and implementing common, high-quality assessments		Yes	- Administering common, high-quality assessments developed through state participation in a consortium is mandatory for participating and non-participating LEAs. - Participating LEAs will receive additional support including additional funding to administer up to 6 interim assessments per student.	
B(3) Supporting the transition to enhanced standards and high quality assessments	- Participating LEAs will receive additional support including: additional funding to administer up to 6 interim assessments per student; Professional Development and curricular frameworks	Yes	- Mandatory for participating LEA	

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
Standards and Assessments Competitive Grant opportunity	- Competitive grants to increase enrollment of high-poverty and minority students populations in rigorous coursework in Advanced Placement and/or International Baccalaureate programming		- Participating LEAs can indicate interest in applying or choose to apply for grant funding during RTTT implementation period.	
Data Systems				
C(1). Fully implementing a statewide longitudinal data system	- Submit data necessary to comply with the America COMPETES Act in implementation of a data longitudinal system.	Yes	- Mandatory for participating and non-participating LEA; participating LEA will receive access to additional support.	
C(2). Accessing and using State data; C(3)(i) Use of local instructional improvement systems; C(3)(iii) Availability and accessibility of data to researchers	- Ensure teachers and principals have access to enhanced Educator and Parent Portals; provide feedback on portal; manage user authentication of portal; and provide information and training to district staff to ensure security. - SEA to provide access to aggregate data for researchers approved through P-20 Governing Council	Yes	- Mandatory for participating and non-participating LEA; participating LEA will receive access to additional support.	

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
C(3)(ii) Professional development on use of data	- Engage and use Data Coaches to analyze data, train educators, and build capacity; use interim assessments to drive instructional improvements; take action as appropriate in the Minnesota Early Indicator System for students; and provide teachers with information regarding online resources.	Yes	- Mandatory for participating LEA	
Great Teachers and Leaders				
D(1). Use of alternative pathways for teachers and principals			- Optional for participating LEAs	
D(1). Develop local plans to address anticipated teacher and principal shortages			- Mandatory for participating LEA with current or anticipated teacher and/or principal shortages	
D(2)(i) Measure student growth	- Utilize MN growth model to measure student growth for all applicable subject areas and develop additional metrics for other subjects as-needed	Yes	- Mandatory for participating LEA	

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
D(2)(ii) Design and implement evaluation systems	- Use of state-recommended or locally-developed and state-approved evaluation system.	Yes	- Mandatory for participating LEA	
D(2)(iii) Conduct annual evaluations	- Participate in the described enhanced state Q Comp program for RTTT by the 2012-13 school year and meet all guidelines as required by RTTT plan.	Yes	- Mandatory for participating LEA	

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
D(2)(iv)(a) Use evaluations to inform professional development D(2)(iv)(b) Use evaluations to inform compensation, promotion, and retention D(2)(iv)(c) Use evaluations to inform tenure and/or full certification D(2)(iv)(d) Use evaluations to inform removal	<ul style="list-style-type: none"> - Develop and participate in full spectrum Peer Assistance and Review (PAR) program - Participate in the state Q Comp program by the 2012-13 school year and meet all guidelines as required by RTTT plan. - Utilize Q Comp evaluation data in tenure decisions - Refer teachers who want to enhance already strong skills or who earn an “ineffective” rating to PAR program which will make next step recommendation after one year of support - New tiered teacher licensure system. - Redesign of principal preparation, licensure, and professional development 	YES	<ul style="list-style-type: none"> - Mandatory for participating LEA. New multi-tiered licensure system required for all LEAs. - Participating LEAs will receive additional supporting including funding to implement Peer Assistance and Review Program (PAR), and professional development supports. 	
D(2), D(3) and D(4). Report teacher and principal evaluation and student growth and achievement data to SEA		Yes	- Mandatory for participating and non-participating LEA	

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
D(3) Ensuring equitable distribution of effective teachers and principals – D(3)(i)) High-poverty and/or high-minority schools D(3)(ii) Hard-to-staff subjects and specialty areas	- Competitive grant funding for LEAs to develop more flexible HR practices and equitable distribution of teachers in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas		- Participating LEAs can indicate interest in applying or choose to apply for grant funding during RTTT implementation period after baseline data is established	
D(5). Providing effective support to teachers and principals – D(5)(i) Quality professional development	- Train teachers and principals on how to use student data to improve instruction	Yes	- Mandatory for participating and non-participating LEA - Participating LEA will receive access to additional support.	
D(5). Providing effective support to teachers and principals – D(5)(i) Quality professional development D(5)(ii) Measure effectiveness of professional development	- Teachers: Develop and participate in Peer Assistance and Review program (full spectrum program provides high-quality training for teachers self-select into opportunities to drive personal development). - Support TSP induction model practices for new teachers - Principals: Participate in Minnesota Principal Academy	Yes	- Mandatory for participating LEA	

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
D(5). Report the effectiveness of different supports and uses of assessment data		Yes	- Mandatory for participating LEA	
Turning Around the Persistently Lowest-Achieving Schools				
E(2) Turning Around the Persistently Lowest-Achieving Schools	- E(2). Collaborate with OTAS to diagnose and implement turnaround strategies for local schools identified by the state of Minnesota and OTAS	Yes or N/A	- Mandatory for participating LEA with identified by the state as having persistently low performing school(s)	

Exhibit 2. SUMMARY OF LEA RTTT WORKPLAN

The RTTT assurances below outlines both the State and Participating LEA responsibilities in implementing the RTTT plan.

Assurance #1: Standards and Assessments

State Responsibilities:

- Sign a Memorandum of Agreement to join the Common Core Consortium of State Standards
- Assist with the national development of and provide feedback on Common Core Standards
- Join a consortium of states working to develop assessments aligned with common standards
- Develop an implementation strategy for the adoption of the Common Core Standards in Reading/English-Language Arts and Mathematics
- Develop an RFP to solicit 1-3 vendors to develop interim assessments aligned with Common Core Standards to be implemented by LEAs
- Support participating LEAs by funding up to 6 interim assessments for each student
- Review current English Language Proficiency (ELP) standards to ensure they contain the depth and clarity to allow teachers to align ELP standards with the common core and report findings to state leadership
- Develop curricular frameworks in core subjects including Math, Science, Reading/English-Language Arts
- Develop other curricular frameworks as-needed to support adoption of common core for ELL, Special Education and Early Childhood Programs
- Develop professional development content focused on improving and enhancing classroom instruction and alignment of local curriculum with state standards (e.g., specialized teacher training for participating LEAs and turnaround schools and additional curriculum director/administrator supports)
- Develop RFP to create professional development content for digital access platform including research-based, web-based intervention strategies that align with state standards and provide recommendations for intervention techniques at the sub-strand level
- Award content development grants to teachers and Professional Learning Communities across the state who create PD and instructional content for the digital platform to encourage sharing of best practices across regions
- Issue grants to increase the number of high-poverty and ethnic minority students enrolled in Pre-Advanced Placement, Advanced Placement and/or International Baccalaureate programs in high-poverty, high-minority populations in middle and high schools in target districts throughout the state

LEA Responsibilities:

- Make adjustments as needed to transition to common core standards
 - Augment or adjust core curriculum to align with standards
 - Participate in state-sponsored programs and activities to help translate standards into classroom practice (e.g., online/webinar training sessions and trainer-led professional development)
- Administer interim assessments up to 3x per year per student (state will support up to 6 assessments per student for participating LEAs)
- Utilize student data and assessment results to intervene and raise academic achievement
- Report interim assessment result data to the state
- Utilize curricular frameworks to support the adoption of common core standards into local curriculum and improve classroom instruction
- Participate in professional development activities related to data analysis and the implementation and adoption of common core standards
- Communicate opportunities to teachers and professional learning communities to encourage the development of user-generated PD and instructional content for the statewide digital platform
- Apply for grant funding to increase Pre-Advanced Placement, Advanced Placement and/or International Baccalaureate programming for high-poverty and minority students (*optional*)

Assurance #2: Data Systems

State Responsibilities:

- Combine state resources and Longitudinal Data System (LDS) grant funds to complete current LDS initiatives aligned with the America Competes Act
- Implement data-sharing agreements with other state agencies, institutions of higher education, and early childhood programs necessary to create a fully functional LDS system
- Fund and implement enhancements to the Educator portal with LDS grant money
- Create and roll out new portals for key stakeholders including parents, turnaround school communities and researchers
- Create and disseminate an annual report, based on LDS data collected on the state of education in Minnesota to inform policy makers of the successes and challenges in Minnesota's public education system
- Participate on the P-20 governance council
- Provide technical and help desk support to LEAs to assist them in correctly authorizing access to the portals
- Develop a Minnesota Early Response System (MEIRS) based on state LDS data
- Provide sample job descriptions for, fund and/or contract Data Coaches
- Provide resources to help educators make use of best practices on the use of student data to improve instruction

LEA Responsibilities

- Submit student, teacher, and principal and course information to the state as currently required by law, through an automated process established by the state through the LDS system.
- Ensure teachers and principals have access to the enhanced Educator Portal
- Manage the user authentication process for Educator, Parent and other portals that are developed and approved by the state and utilized by local stakeholders
- Provide information and training as necessary to district staff to security and privacy protocols are adhered to when entering user information and creating user profiles
- Provide feedback on the portal to MDE (e.g., functionality, ease of navigation, usefulness, etc.)
- Engage with and use data coaches to analyze data, train educators, build capacity, etc.
- Provide data coaches access to Professional Learning Communities, teachers, principals and relevant data as needed
- Use student result information from state-sponsored interim assessments to drive instructional improvements, in concert with Professional Learning Communities (PLC) and targeted professional development programs
- Use the Minnesota Early Indicator and Response System (MEIRS) to help identify students who are off-track based on multiple measures

- Take action on “flagged” students in the MEIRS by leveraging web-based instructional strategies linked to state standards at the strand level to intervene and report the impact of those interventions
- Provide teachers and principals with information regarding online resources and instructional tools

Assurance #3: Great Teachers and Leaders

State Responsibilities:

- Revise teacher and principal preparation program authorization to incorporate demonstration of candidate competency via program completion information
- Promote transparency and development of preparation programs by publishing aggregated completion data annually
- Board of Teaching will clarify components, process to gain longer-term, non-experimental authorization of high-quality alternative teacher preparation programs
- Board of School Administrators will establish, clarify components and ensure high-quality alternative pathway for principal preparation programs
- Publish annual report on teacher and principal shortage areas and provide recommended approaches to fill shortage areas
- Convene a “taskforce” to develop state-recommended evaluation rubrics for teachers and principals
- Outline Q Comp requirements specific to participation in RTTT
- Provide state-recommended evaluation rubric to LEAs and provide technical support to assist participating LEAs in developing and enhancing Q Comp proposals
- Provide evaluator training resources (e.g., best practices on inter-rater reliability, potential training vendors, curricula, etc)
- Set up voluntary evaluator “loan” program for LEAs to have evaluators from other LEAs come to perform evaluations
- Fund the Minnesota Principals’ Academy expansion
- Convene a workgroup to administer a comprehensive leadership development review of principal preparation, licensure and professional development in MN and work to implement recommendations with the Board of School Administrators
- Develop and disseminate best practice ideas for the implementation of professional development
- Support expansion of Peer Assistance & Review to all participating LEAs
- Board of Teaching will develop new rules and institute a multi-tiered licensure system for provisional, continuing and master-teacher positions
- Ensure adequate state-level support to roll out the tiered licensure (e.g., working with LEAs, teacher preparation programs, monitoring and processing licenses, etc.)
- Collect and report aggregated license information by school, grade and subject
- Provide funds directly to LEAs and/or contract with regional centers to staff Consulting Teachers (CTs) and Consulting Principals (CPs) for Peer Assistance and Review programs
- Provide centralized resources online for best practices and guidelines for setting up and using Peer Assistance and Review
- Report aggregated results of Peer Assistance and Review usage and outcomes
- Collect and report the distribution and retention of effective teachers & principals
- Collect and report the impact of financial and non-financial incentives used to ensure equitable distribution of effective teachers and leaders
- Collect data reported by teacher preparation programs and produce annual report

- Convene induction work group to develop induction curriculum, workshops, and fund mentor stipends and weekly set-aside time as part of the TSP program

LEA Responsibilities:

- Complete annual state survey on shortage areas
- Develop local plans to address future LEA teacher and principal shortages and work with alternative pathway programs as-needed to help fill posts
- Implement the state evaluation rubric or create an evaluation rubric (and attain state approval) for the evaluation of teachers and principals
- Commit to vote on Q Comp adoption no later than June 2012
- Participate in enhanced Q Comp requirements no later than the 2012-13 school year
- Increase inter-rater reliability by participating in required evaluator training and/or utilize voluntary evaluators through state-funded “loan” program if desired
- Create PDP and staff development plans linked to evaluation and professional development, as part of the Q Comp application
- Evaluate and report uses of and impact of professional development activities to the state
- Send principals to the Minnesota Principals’ Academy
- Adhere to new licensure requirements under multi-tiered licensure system
- Ensure adequate communication to stakeholders of new tiered licensure system, process and requirements for movement between tiers, etc.
- Report to the state the number and distribution of each type of license within their LEA by school, level and subject
- Create and implement Peer Assistance and Review program utilizing state supports and partnerships with regional service cooperatives as needed
- Track and report to the state, usage and outcomes of Peer Assistance and Review
- Provide data annual to the state regarding teacher and principal effectiveness, retention rates and the impact of any incentives
- Partner with local unions to develop plans to provide financial and non-financial incentives to recruit and retain highly-effective teachers and principals to work in high-need subject areas and schools (optional)
- Support Teacher Support Partnership (TSP) model for new teachers
 - Identify master teachers who would be strong mentors and appropriately link them with new teachers
 - Designate and send mentors to induction training
 - Evaluate and report induction curriculum use and impact to the state
- Participate in all state-funded professional development supports

Assurance #4: Turning Around the Lowest-Achieving Schools

State Responsibilities:

- Identify Minnesota's persistently lowest-performing schools and directly contact impacted LEAs on an individual basis prior to submitting RTTT to USDE
- Increase state capacity and activity in MN's lowest-achieving schools and collaborate with LEAs to intervene in MN's persistently lowest-achieving schools through the creation of OTAS
- Convene an advisory board that represents with expertise in turning around low-achieving schools and representative of P-20 education in Minnesota
- In collaboration with advisory board, determine OTAS leadership
- Provide administrative funding for the creation of the state-level Office of Turnaround Schools (OTAS)
- Flow funds directly to turnaround schools based on the type (as defined in RTTT application) and elements of the school intervention plan
- Provide planning grant funds to increase the number of effective operational models and sites used as turnaround agents (Site will be approved by OTAS prior to receiving grant funding)
- Work with NISL to create a principal cohort and related training program for principals and charter school directors leading turnaround schools
- Assist in the creation of professional development content and ensure capacity to provide training for turnaround schools
- Grant funding to turnaround schools to increase access and enrollment in rigorous courses and increase interest and matriculation rates to post secondary institutions
- Enforce new charter school authorizer accountability laws
- Issue competitive grants to incent the replication of successful charters through OTAS
- Approve authorizer eligibility for charters schools to be used as turnaround agents

LEA Responsibilities:

- Institute a new governance structure for schools identified by the state for school turnaround
 - Select/Appoint an LEA-based Turnaround Officer or create an Office of School Turnarounds at the LEA level to serve as day-to-day oversight for district-based turnaround school
- Collaborate with OTAS to diagnose and implement turnaround strategies for local schools identified by the state
- Collaborate with OTAS to manage community outreach and relations
- Implement changes required to accommodate turnaround school operational requirements (e.g., operational flexibility and staff stability for teachers effectively working in turnarounds for two cycles / three school years)
- Support leadership development strategies for turnaround schools
- Support professional development strategies for turnaround schools
- Support increased academic and community supports within turnaround schools

Exhibit 3. RTTT WORKPLAN TIMELINE [This is an overview of major elements of the state's RTTT plan - not meant to be an exhaustive list]

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
Assurance #1: Standards and Assessments				
B(1), B(3) Developing and adopting common standards	<ul style="list-style-type: none"> - August 2010 MN will adopt Common Core Standards at the state-level in mathematics and English-language Arts - Begin the process to support implementation statewide thereafter through curricular frameworks and professional development (delivered digitally and through teacher training) 	<ul style="list-style-type: none"> - Provide standards adoption support through curricular frameworks and professional development support (delivered digitally and through teacher training) to implement MN's Common Core Standards across the state - LEAs will begin adopting new standards through curriculum adaptation in Spring 2011 	<ul style="list-style-type: none"> - LEAs across the state will continue to adopt the common core standards, making adjustments to local curriculum and course offerings (if applicable) as needed 	Finalize local adoption of Common Core Standards across the state
B(2), B(3) Developing and implementing common, high-quality assessments	<ul style="list-style-type: none"> - Spring 2010 MN will join a consortium of states to develop common, high-quality assessments. - Additionally, the state will support the transition to enhanced standards by developing interim assessments that align with MN's adopted Common Core Standards - Begin development of a common, high-quality assessment system through a consortium of states 	<ul style="list-style-type: none"> - Winter/Spring of 2011 roll-out interim assessments aligned with state-adopted Common Core Standards and support the administration of these assessments for participating LEAs - Continue development of common assessment system with consortium of states 	<ul style="list-style-type: none"> - Continue development of common assessment system within a consortium of states 	<ul style="list-style-type: none"> - Continue development of common, high quality assessments and begin implementation of summative assessments developed within a consortium of states

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
Assurance #2: Data Systems to Support Instruction				
C(1), C(2), C(3) Fully implementing a statewide longitudinal data system, providing data access to stakeholders and use data to improve instruction	<ul style="list-style-type: none"> - Finalize implementation of a statewide longitudinal data system - Finalize updates to educator portal and create additional portals for parents, turnaround school communities and researchers to allow access to relevant information for key stakeholders - Begin rollout of data coaching and other professional development supports for enhanced instruction to participating LEAs across the state 	<ul style="list-style-type: none"> - Summer 2011 Launch updated educator portal to provide access to key stakeholders - Continue data coaching and professional development programs across the state 	<ul style="list-style-type: none"> - Continue data coaching and professional development across the state 	<ul style="list-style-type: none"> - Continue data coaching and professional development across the state
Assurance #3: Great Teachers and Leaders				
D(2) Improving teacher and principal effectiveness based on performance	<ul style="list-style-type: none"> - Develop state-recommended rubric for teachers and principals under RTTT enhanced Q Comp program - Promulgate rules to enhance and instituted a tiered licensing system for teachers - Develop state recommended model for Peer Assistance and Review (PAR) program - Launch comprehensive leadership development review to redesign the continuum of principal preparation, licensure and professional development by the end of 2010 	<ul style="list-style-type: none"> - (Cont) Participating LEAs join RTTT enhanced Q Comp program for principals and teachers - (Cont) Rollout the PAR system across participating LEAs 	<ul style="list-style-type: none"> - Final group of Participating LEAs required to join RTTT enhanced Q Comp program for principals and teachers - (Cont) Rollout the PAR program to participating LEAs 	

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
D(3) Ensuring equitable distribution of effective teachers and principals			<ul style="list-style-type: none"> - Summer 2013 state will assess current distribution of 'highly effective' teachers and principals based on Q Comp evaluations - MDE will publish guidelines for competitive grants to LEAs to for the purpose of implementing plans to ensure the equitable distribution of highly-effective teachers to high-need schools 	Winter 2013 MDE will award grants equitable distribution grants to LEAs across the state
D(4) Improving the effectiveness of teacher and principal preparation programs	<ul style="list-style-type: none"> - MDE enterprise data model will support the collection of and linking of data to teachers, students and preparation programs - Revise program authorization for principal and teacher preparation programs 	<ul style="list-style-type: none"> - Bush foundation begins reporting program effectiveness and implementing improvement plans 	<ul style="list-style-type: none"> - Broader range of effectiveness data related to prep program effectiveness comes available 	<ul style="list-style-type: none"> - Broader range of effectiveness data related to prep program effectiveness available
(D)(5) Providing effective support to teachers and principals	<ul style="list-style-type: none"> - Begin expansion of MN Principals' Institute - Enroll Participating LEA cohort in MN Principals' Academy - Implement and support comprehensive induction program for new teachers (first 3 years) 	<ul style="list-style-type: none"> - (Cont) Enroll Participating LEA cohort in MN Principals' Academy - (Cont) Implement and support comprehensive induction program for new teachers (first 3 years) 	<ul style="list-style-type: none"> - (Cont) Enroll Participating LEA cohort in MN Principals' Academy 	<ul style="list-style-type: none"> - (Cont) Enroll Participating LEA cohort in MN Principals' Academy

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
Assurance #4: Turning Around the Lowest-Achieving Schools				
E(2) Turning around the lowest-achieving schools	<ul style="list-style-type: none"> - Identify and communicate to resident LEAs, the lowest-performing schools in MN where the state will support the implantation of a school turnaround - Select key stakeholders to participate in advisory board for turnaround schools - Issue planning grants to and develop strategic plan for first cohort of turnaround schools in MN 	<ul style="list-style-type: none"> - Issue planning grants to and develop strategic plan for second cohort of turnaround schools - Begin turnaround process for first cohort of schools (to be supported for three years through RTTT) - Implement enhanced professional development for teachers and leaders in turnaround schools including enhanced NISL and Teacher Academy for turnaround schools 	<ul style="list-style-type: none"> - Issue planning grants to and develop strategic plan for third cohort of turnaround schools - Begin turnaround process for second cohort of schools (to be supported for three years through RTTT) - (Cont) Enhanced PD for turnaround teachers and leaders 	<ul style="list-style-type: none"> - Begin turnaround process for third cohort of schools (to be supported for three years through RTTT) - (Cont) Enhanced PD for turnaround teachers and leaders