

Teacher Evaluation

Minnesota Statutory Requirements

- A school board and exclusive representative of the teachers jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers (or use the state model by default). Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success
- Teacher evaluation processes must provide the requisite evaluations for probationary teachers—three evaluations annually with the first within 90 days of employment
- Teacher evaluation processes must establish a three-year professional review cycle for each teacher that includes a growth and development plan peer review, the opportunity to participate in a professional learning community, and at least one summative evaluation performed by qualified and trained evaluator
- Teacher evaluation processes must be based on professional teaching standards established in MN Rule 8710.2000
- Teacher evaluation processes must coordinate staff development activities with the evaluation process and outcomes
- Teacher evaluation processes must perhaps allow school time for coaching and collaboration
- Teacher evaluation processes must perhaps include mentoring and induction programs
- Teacher evaluation processes must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessment
- Teacher evaluation processes must use and agreed-upon teacher value-added assessment where value-added data are available and state or local student growth measures where value-added data are unavailable as a basis for 35 percent of teacher evaluation results
- Teacher evaluation processes must use longitudinal data on student engagement and connection and other student outcomes measures aligned with curriculum for which teachers are responsible
- Teacher evaluation processes must require qualified and trained evaluators to perform summative evaluations
- Teacher evaluation processes must give teachers not meeting professional teaching standards the support to improve with established goals and timelines
- Teacher evaluation processes must discipline teachers who do not adequately improve