Teacher Evaluation And Minnesota's ESEA Flexibility Request

Components	MDE ESEA Flexibility Request
Development and	MDE's teacher evaluation workgroup will develop an evaluation model and support system
implementation of a	designed to improve student learning and success. LEAs will be required to implement either
Teacher Evaluation	the state model or a locally-developed evaluation model and support system that meet state
and Support System	criteria.
Minnesota Statutes	Overview of the Teacher Evaluation Model
122A.40 and	Annual evaluation process
122A.41	Professional review cycle for probationary teachers
	Professional review cycle for continuing contract teachers
	Summative evaluation performed by trained evaluators; others are done by a peer
	review
	Aligned with Minnesota's Professional Teaching Standards
	Aligned with staff development
	Provide peer coaching and teacher collaboration
	Provide mentoring and induction programs
	Portfolio option
	Value-added assessment model is the basis for 35% of the teacher evaluation results
	Longitudinal data on student engagement and connection
	Personnel decisions
Inclusive and	The model will include student performance considerations for:
Equitable Teacher	Teachers of non-tested grades and subject areas.
Evaluation Model	Teachers of English learners and teachers of students with disabilities as they frequently
	teach general education students part of the time and specialized groups part of the time
Consistent High	or in combination, teach multiple classes, or serve as resource teachers. Plans for monitoring for fidelity and rigor of LEA implementation for teacher evaluation
Consistent High-	models will include:
Quality	Timelines for districts to determine their evaluation model.
Implementation	Required use of an MDE-developed implementation rubric for LEA use including the
	types of evaluation tools (surveys, observation tools, student growth models,
	professional growth plans, etc.), requirements ensure inter-rater reliability training for
	evaluators and training of educators in the evaluation model.
	LEA assurances that all evaluators are adequately trained to demonstrate the ability to
	make accurate judgments and that their evaluation model is implemented with fidelity.
Approving Locally-	An approval process will be established for LEA's teacher evaluation and support systems to
developed Evaluation	ensure that they are consistent with MDE guidelines and result in the successful
Models	implementation. Evaluation criteria and an implementation rubric will be developed and
	used to determine if locally-developed plans meet state guidelines.
Timeline	A five-year timeline includes a phased approach summarized below:
	1. 2011-2012 Model Development: Develop core competencies, training requirements.
	2. 2012-2013 Model Refinement: Design evaluator training, enhance state data systems
	and determine SEA approval process of LEA models.
	3. 2013-2014 Pilot Year: Select schools will participate in the new evaluation process
	including evaluator training, model revision based on pilot feedback, monitor initial fidelity of implementation.
	 4. 2014-2015 Full Implementation: All LEAs statewide will implement. 5. 2015-2016 Implementation Refinement: Adjustments will be made to the model and
	implementation strategies based on lessons learned.
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