Minnesota Department of Education

Teacher Evaluation Criteria and Q Comp Requirements

Teacher Evaluation Components	Teacher Evaluation Minn. Stat. 122A.40 Minn. Stat. 122A.41	Q Comp Minn. Stat. 122A.414
Frequency	Three year professional review cycle	Annual review process • At least three observations during the school year
Type of Evaluation	Formative and Summative • Year 1 & 2: Formative • Year 3: Summative	Formative only
Evaluators	Summative • Qualified and trained evaluators such as school administrators Formative: • Peer Review process	Formative • Locally selected and trained evaluation team that understands teaching and learning • Administrators may be a member of the evaluation team • Each teacher is observed by at least two trained observers
Teachers Evaluated	Teachers	All licensed staff within the bargaining unit (both instructional and noninstructional)
Teaching Standards	Yes • Based on Minnesota Professional Teaching Standards	Program Requirement • Rubrics based on Minnesota Professional Teaching Standards • Rubric is clear, transparent, research-based, and has specific categories with defined, observable performance indicators • The rubric sets “Proficient” as the standard for a successful evaluation
Evaluation Training for Observers	Yes	Program Requirement • Annual comprehensive training is required for all observers • Training is at least one day in duration and contains at least one or more high quality inter-rater reliability activities
Inter-rater Reliability (IRR)	Not addressed	Program Requirement • Observers receive ongoing training throughout the year to ensure IRR of the scoring process
Teacher Training	Not addressed	Program Requirement • Teachers receive training in the observation process and use of scoring rubrics
Individual Growth and Development Plan	Yes	Optional

Improvement Process	Yes • Support teachers to improve through an improvement process that includes goals and timelines	Program Requirement • Pre- and post-conferences in the observation process are used for coaching and reflection • Aligned with job-embedded professional development activities
Staff Development Activities	Yes • Coordinated staff development activities Optional • Time is provided during the school day for peer coaching and teacher collaboration	Program Requirement • Learning teams meet weekly or every two weeks • Team meetings occur during the school day • Learning team meetings apply directly to classroom instruction
Mentoring and Induction	Optional	Optional
Portfolio	Optional	Optional

Student Data	Required
	• Teacher value-added assessment model for the grade levels and subject areas for which value-added data are available as a basis for 35 percent of teacher evaluation results
	• Establish state or local measures of student growth for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results
		Program Requirement
		• 60 percent of any compensation increase on teacher performance using:
		  ○ Schoolwide student achievement gains…standardized assessment outcomes…
		  ○ *measures of student achievement; and
		  ○ an objective evaluation program
		*Districts jointly develop plans to determine "measures of student achievement." Their plans indicate if this measurement is at the individual or group of teachers level (grade, team, content, program, etc.).

Longitudinal Data on Student Engagement and Connection	Yes	No
Personnel Decisions	Yes	No