

Teacher Development and Evaluation: Local Requirements & Discussion

Presented to

Minnesota Board of Teaching

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Outcomes

- Review the state law and context requiring locals to implement a teacher development and evaluation (TDE) system.
- Highlight and discuss opportunities and challenges in connecting activities in a TDE system with activities for relicensure.

Background and Context

Teacher Development and Evaluation (TDE)

- Requirements in statute were added in 2011 special session, revised in 2013, 2014, and 2015.
- Districts must implement a model (local, state or combination) in 2014-15.
 - Boards and Unions must reach “joint agreement” on model.
 - Without “joint agreement,” districts must implement state model.
- The state model was:
 - Developed by MN stakeholders and Commissioner in 2012-13.
 - Designed to meet requirements, reflect best practices and serve as an example for all.
 - Piloted in school year 2013-14.

Background and Context—Continued

Federal Changes

- Teacher and principal evaluation were required under ESEA flexibility waivers, which Minnesota was operating under starting in 2012.
- The Every Student Succeeds Act (ESSA) no longer requires states to implement teacher or principal evaluation systems.

In Minnesota, teacher and principal evaluations are in state law and remain requirements.

Implications of “Local Control”

Opportunities

- 500 local education authorities (LEA) = ~ 500 variations on a theme
- Flexibility to be innovative while meeting criteria in law
- Local buy-in to something that is home-grown vs top-down
- Local context—e.g., students, community, vision, values
- Local definitions—e.g., terminology, processes, activities, measures
- Locals are responsible for quality model *design* and *implementation*, including system monitoring and continuous improvement

Implications of “Local Control”

Challenges

- Access to expertise, training and capital (time and money) to engage in the work is vastly different across LEAs.
- Locals should
 - Monitor system performance—Are we doing what we said we would do? Is it working as we designed and intended?
 - Ensure quality control—Does our system and implementation reflect best practices?
 - Monitor impact—Are teachers and students growing? What are unintended consequences?
- There are limitations on statewide data since what defines an “effective teacher” is unique to each site.

Program Features

Teacher Development and Evaluation (TDE)

Purpose = “to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.”

Three-year professional review cycle, including:

- An individual growth and development plan.
- A peer review process.
- At least one summative evaluation performed by a qualified and trained evaluator such as a school administrator.

Program Features—Continued

Teacher Development and Evaluation (TDE)

- Evaluations based on professional teaching standards (MN Rule 8710.2000).
- 35% of the evaluations must be based on student academic growth and literacy.
 - From valid and reliable assessments aligned to standards.
 - Using state or local measures of growth and literacy (that may include value-added or student learning goals).
- Longitudinal data on student engagement and other student outcome measures.
- Teacher improvement process (TIP) for teachers “not meeting professional teaching standards”.
- Discipline for teachers who do not improve as a result of TIP.

MDE's Role

For ATPPS/Q Comp

- Provide technical assistance, best practices, tools and professional development
- Review & approve applications
- Review site growth goals
- Review annual reports
- Compliance monitoring
- Fiscal monitoring

For TDE



We do this



We do NOT do this

Discussion