



Education Minnesota Principles for Teacher Development and Evaluation

***From the 2010 Professional Advocacy
Committee Report***

The teacher development and evaluation system must be based upon on the professional teaching standards in Board of Teaching Rule 8710.2000 Standards of Effective Practice for Teachers.

The teacher evaluation system must be negotiated at the local level and meet state statutory requirements.

Teacher evaluation must be objective, understandable, transparent, and supported by research.

A school must be conducive to teaching and learning for student achievement to occur. A teacher development and evaluation system must recognize teaching and learning conditions that are necessary for student and teacher success.

The 2010 Professional Advocacy Committee (ProAC):

- Established the organization's principles for teacher evaluation
- Helped formulate legislative strategy

The system must be developed and implemented in ways that are good for students and fair teachers.

The system must include the use of multiple measures to determine teacher effectiveness.

The teacher development and evaluation system must include a variety of student performance measures, subject to the bargaining process. Any single indicator should never be the sole or predominant measure of student learning.

The evaluation system must be conducted by skilled, trained evaluators and observers, which may include administrators, mentors and peers /coaches who understand teaching and learning in accordance with the negotiated agreement. The process must be collaborative between the teacher and the evaluator.

The teacher development and evaluation system must be supported by the framework in the staff development statutes MS122A.60 and 122A.61.

Professional development must be aligned and integrated to the teacher evaluation system and data-supported student learning goals. Teacher development must be ongoing, job-embedded

professional learning for continuous improvement; the goal of evaluating teaching practice is to ensure continuous improvement of teaching and student learning.

Professional development should be guided by the results of evaluations. The teacher development and evaluation system should leverage the talents of the most effective teachers so they can share best practices with other teachers and positively impact more students.

The evaluation process must offer relevant assistance for each stage of the teacher's career.

The teacher development system must begin with a high-quality mentoring and induction program.

The teacher development system must include provisions for time during the school day and school year for coaching and teacher collaboration.

The teacher development and evaluation system must include an improvement process. Any teacher identified as not meeting standards must be given sufficient support, opportunity and time to improve.

A teacher development and evaluation system must be adequately and sustainably funded.

Public education has the responsibility to provide every student with the opportunity to learn. This responsibility and accountability for the quality of education lies with teachers, administrators, other school staff, the school board and the community itself. Teacher performance is one element of an educational system of quality.

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*Education Minnesota is an affiliate of the American Federation of Teachers,
the National Education Association and AFL-CIO.*

