

Minnesota Teacher Evaluation Performance Categories

Under NCLB Waiver—must have at least three

Category 1: Exemplary

- A. Outstanding performance; exceeds standards. Evidence of leadership initiative; willingness to model and mentor colleagues.
 - B. Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching standards; is a leader; consistently innovates in teaching and professional development; and classroom based research; contributes to school, district and local community.
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- I. Performance is at such a high level that it could serve as a model.
 - II. Outstanding performance; exceeds standards.
 - III. Performance represents a level that exceeds the already high standard of Proficient/Effective.
 - IV. Describes a teacher who is a leader; consistently innovates in teaching and professional development; contributes to school, district and local communities through staff development , mentoring and classroom-based research.
 - V. Describes a teachers as a leader; consistently innovates in teaching and professional development. Contribute to the school district and local community through staff development, mentoring and classroom based research; may be national Board certified.
 - VI. Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.

Category 2: Proficient or Effective

- A. Performance is fully satisfactory at a rigorous level ; Consistently meets standards.
- B. Evidence of solid performance, strong knowledge, implementation and integration of teaching standards; clear evidence of proficiency and ability to integrate knowledge and experience, instruction, curriculum and professional development into practice.
- I. Performance is understood to be fully satisfactory. This is a rigorous level of performance. Demanding but attainable.
- II. Solid performance; Consistently meets standards.
- III. Performance that is understood to be fully satisfactory; a rigorous expected level of performance that is demanding, but attainable.
- IV. Describes a teacher who is fully skilled and able to integrate knowledge and experience, instruction, curriculum and professional development into practice.
- V. Describes a teacher who is fully skilled and able to integrate knowledge and experience in instruction, curriculum and professional development into practice.
- VI. Evidence of solid performance, strong knowledge, implementation and integration of teaching standards; clear evidence of proficiency and skill in the component/criteria.

Category 3: Developing

- A. Performance is satisfactory but improvement is necessary and expected; development needed in some standards.
- B. Shows evidence of progress toward professional practice, student achievement and professional contributions to the school; can teach independently but needs to work at enhancing methods of teaching.
- I. Performance is below expectations but is not considered to be unsatisfactory. Improvement is necessary and expected.
- II. Requires a change (improvement) in performance; development needed in some standards.
- III. Performance is below the requirements of proficient but showing evidence of progress towards proficiency.
- IV. Describes a teacher who can teach independently and consistently apply what they know about teaching to daily practice as their learning continues to evolve.
- V. Needs to work at enhancing methods of teaching with assistance.
- VI. Growing in professional practice, student achievement and professional contribution to the school.

Category 4: Unsatisfactory/Ineffective

- A. Performance is consistently below standards and has not significantly improved despite assistance.
 - B. Evidence indicates performance shows unacceptable growth and consistently fails to meet expectations for professional practice, student achievement and contributions to the school.
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- I. Performance is consistently below standards and is considered inadequate.
 - II. Unacceptable performance; Does not meet standards of performance.
 - III. Performance has not significantly improved following the rating of Developing; is consistently below the requirements of a standard and is considered inadequate or both.
 - IV. Performance has failed to meet expectations for positive student outcomes; results in unacceptable levels of growth in specific areas.
 - V. This rating signifies unacceptable performance
 - VI. Consistently fails to meet expectations for professional practice, student achievement and contributions to the school.