

District Guidance for Identifying Evaluators

Legislation

- “The process must include having **trained observers serve as peer coaches** or having teachers participate in professional learning communities...”
- “...Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a **peer review process**, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a **qualified and trained evaluator such as a school administrator...**”
- “May include **mentoring and induction programs;**”
- “Must require **qualified and trained evaluators such as school administrators** to perform summative evaluations;”

Comment [KG1]: Does this need to be here? Should we explicitly separate mentors as a role outside evaluation, or can they be peer coaches?

Rationale

Along with teachers themselves, evaluators play a key role in teacher growth and evaluation activities as outlined in Minnesota’s default teacher evaluation model. Even a comprehensive, well-implemented model that is poorly facilitated by evaluators will not result in growth for teachers, a fair evaluation process, or increased student engagement and learning. As school boards and exclusive representatives of the teachers in districts plan for the implementation of Minnesota’s default model for teacher growth and evaluation, care must be taken when identifying roles, creating processes for placing individuals in roles, and identifying individuals who will play parts in the process.

Roles

Primary Evaluators—Primary evaluators such as school administrators perform summative evaluations with teachers. Primary evaluators such as school administrators

1. Are involved in all years of teachers’ three-year professional review cycle, but are most involved at the summative stage of the cycle in year three
2. **Should have authority under local collective bargaining agreements to make high-stakes decisions that may eventually impact employment and/or disciplinary actions**
3. assist teachers, their peer coaches, and professional learning communities throughout the process to ensure a fair, growth-oriented review process

Comment [KG2]: Is this important to include?

4. Must have appropriate licensure such as an administrative license to perform teacher evaluations and make evaluation decisions that could impact employment and discipline.

Comment [KG3]: Per the subcommittee

Comment [KG4]: Does this represent the work group's consensus?

To facilitate summative evaluations in implementation of Minnesota's default model, a primary evaluator such as a school administrator must successfully complete training planned and facilitated by the Minnesota Department of Education on an ongoing basis.

Comment [KG5]: Per the subcommittee

Peer Coaches—Equally important roles are played by peer coaches. Peer coaches partner with teachers to facilitate the peer review process that is central all stages to the three-year professional review cycle. Peer coaches assist teachers with individual professional development planning, teachers' own performance assessment, and the annual evaluation process in all three years. Peer coaches are licensed teachers with experience and assignments relevant to the teachers being coached. It is important that teachers have voice in choosing their individual peer coaches to ensure relevance to the process and a coaching relationship that is built on mutual respect and trust. It is equally important that peer coaches voluntarily participate in the process. To facilitate peer coaching and review in Minnesota's default model, a peer coach must successfully participate in training planned and facilitated by the Minnesota Department of Education on an ongoing basis.

Comment [KG6]: Per the subcommittee

Comment [KG7]: Per the subcommittee? Or not?

Complimentary Evaluators—By mutual agreement between a school board and an exclusive representative of the teachers in a district, other roles may be defined in implementation of the Minnesota's default model for teacher growth and evaluation and teachers' three-year professional review cycles. Complimentary evaluators must play complimentary, or secondary, roles to primary evaluators and peer coaches in the process. Complimentary evaluators may be engaged because of

1. Content knowledge, assignment, or experience (e.g., a teacher from another district who has a similar teaching assignment, a curriculum expert from the district office, a special education supervisor)
2. Role in the school (e.g., a teacher on special assignment, an assistant principal, a dean with appropriate experience and licensure)
3. Role in implementation of school reform (e.g., a consultant, a district leader)

A complimentary evaluator and his or her role should be clear to a teacher. Complimentary evaluators may not perform summative evaluations of teachers.

Comment [KG8]: Do we want this role?