

HOUSE RESEARCH

Bill Summary

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Overview

Proposes to make teacher development and evaluation revenue available to a school district or charter school that does not have an alternative professional pay system agreement. Incorporates certain teacher evaluation requirements into the statutory requirements governing the state's alternative professional pay system agreement.

Section

1 Development, evaluation, and peer coaching for continuing contract teachers. (a) Strikes having teachers participate in professional learning communities as one of two alternative options required to be included in the teacher evaluation process.

(b) Allows the annual teacher evaluation process to include job-embedded learning opportunities such as professional learning communities. Requires evaluator training to be specific to teacher development and evaluation and regularly renewed. Defines peer coach records solely in the possession of the peer coach, not accessible or revealed to any individual except the teacher being coached, and destroyed at the end of the school year as not government data.

(d) Makes teacher development and evaluation revenue for a school district or charter school that does not have an alternative professional pay system agreement equal \$169 times the number of pupils enrolled in the school district or charter school on October 1 of the previous school year. Requires a school district, intermediate school district, and charter school to reserve and expend this revenue consistent with this subdivision on teacher evaluation.

Makes this section effective for revenue for fiscal year 2015 and later.

Section

2 **Development, evaluation, and peer coaching for continuing contract teachers.** (a) Strikes having teachers participate in professional learning communities as one of two alternative options required to be included in the teacher evaluation process.

(b) Requires a teacher to be evaluated by a peer review in those years when a tenured teacher is not evaluated by a qualified and trained evaluator. Allows the annual teacher evaluation process to include job-embedded learning opportunities such as professional learning communities. Requires evaluator training to be specific to teacher development and evaluation and regularly renewed. Defines peer coach records solely in the possession of the peer coach, not accessible or revealed to any individual except the teacher being coached, and destroyed at the end of the school year as not government data.

(d) Makes teacher development and evaluation revenue for a school district or charter school that does not have an alternative professional pay system agreement equal \$169 times the number of pupils enrolled in the school district or charter school on October 1 of the previous school year. Requires a school district, intermediate school district, and charter school to reserve and expend this revenue consistent with this subdivision on teacher evaluation.

Makes this section effective for revenue for fiscal year 2015 and later.

3 **Alternative teacher professional pay system.** Requires the alternative professional pay system agreement to use individual teacher evaluations as a basis for determining teacher compensation increases. Requires the agreement to provide performance pay based on student academic growth that may include value-added models or student learning goals, teacher participation in job-embedded learning opportunities such as professional learning communities, and peer observations that are part of the teacher evaluation process.

Makes this section effective for revenue for fiscal year 2015 and later. Makes the requirement to base performance pay on student academic growth that may include value-added models or student learning goals effective for pay system agreements approved after August 1, 2015.

4 **Federal, state, and local requirements; charter schools.** Makes charter schools eligible to receive teacher development and evaluation revenue for teacher evaluation purposes.

Makes this section effective for revenue for fiscal year 2015 and later.