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Teacher Development and Evaluation

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Teacher Development and Evaluation

The purpose of Teacher Development and Evaluation (TD&E) is to ensure that all students have a premier education. Teacher Development and Evaluation is about creating an opportunity for educators to set goals for themselves and work towards those goals to impact student learning. Evaluation of educators should offer regular, constructive feedback from well-trained peers and administration that promotes student learning, support educators' growth and development, and provide recognition of exceptional work. Educators will participate in a three-year evaluation cycle with multiple opportunities for feedback, reflection, and professional development. One year will be feedback provided by a peer, one year will have no review, and the third year will be by an administrator as part of a summative evaluation.

Teacher Development and Evaluation consists of three major components.

[Student Engagement](#) measured by culturally- and age-appropriate surveys

[Student Achievement](#) measured by common assessments identified in PLCs

[Teacher Practice](#) measured by classroom observations completed by trained peer observers and administrators

Minnesota state law requires school districts to begin a three year evaluation cycle for every licensed staff beginning in fall 2014. Minnesota school districts have a choice:

1. Use the default teacher evaluation system developed by the state of Minnesota
2. Agree to an alternative system in collaboration with the teachers union

Saint Paul Public Schools and Saint Paul Federation of Teachers collaborated to create a model for TD&E to promote teacher development and student learning. An effective teacher development and evaluation system was constructed to meet [Minnesota Statute 122A.41](#).

Teacher Development and Evaluation Coordinator

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