








Minnesota

Law Analyzed	HF 26, Chapter 11
Date Passed	July 2011
Overall Rating	3

In July 2011 a special session of the Minnesota legislature (under Republican leadership) passed, and Governor Mark Dayton (D) signed, HF 26, an omnibus education finance bill that incorporates a number of independently developed reform proposals, including a requirement for districts to either adopt a collectively bargained annual evaluation system or implement a state-designed teacher evaluation process.

HF 26 addresses some issues related to the use of teacher evaluations for key personnel decisions. It requires teacher evaluations to be used to coordinate staff development, requires teachers not meeting professional teaching standards to receive support through a teacher improvement process, and requires districts to discipline teachers who do not make adequate progress in the improvement process—which may potentially include termination or nonrenewal. But HF 26 does not end seniority-based layoffs and excessing decisions, prohibit teachers from being placed in a school without the principal's consent, ensure transparent reporting to parents and the public on teacher performance (in fact, it deems teacher ratings confidential personnel information), hold teacher preparation programs accountable for their graduates' performance, or protect children from being consecutively taught by ineffective teachers. These are all areas for potential improvement in future policy or legislation. Independent of the evaluation conversation, the Minnesota Board of Teaching is working to develop a statewide tiered teacher licensure system, as mandated by Minnesota Statutes, section 122A.09, subdivision 4, paragraph (g).

Minnesota

Criteria	Explanation	Score
Are teachers evaluated at least annually?	Yes. Annual evaluations are required for all teachers. The law requires establishment of a three-year evaluation cycle in which a minimum of one summative evaluation must be conducted. In years when summative evaluation is not conducted, teachers must receive a peer evaluation. Probationary teachers in their first three years of service must be evaluated three times a year, with the first evaluation within 90 days of the start of the school year.	
Are principals, as well as teachers, evaluated?	Yes. Legislation requires development of a performance-based system model for annually evaluating school principals.	
Is evidence of student learning a factor in teacher evaluations?	Yes. Evaluations must use value-added data for grades and subjects where it is available, and state or locally-established measures of student growth in other grades and subjects. Student growth data accounts for 35 percent of a teacher's evaluation.	
Do evaluations differentiate between multiple levels of educator performance?	The law does not specify.	
Are parents and the public provided clear information about teacher effectiveness?	Data on individual teachers generated by the evaluation system are confidential personnel data. The law does not require any public reporting of aggregated teacher performance data.	
Are educator preparation programs accountable for graduates' effectiveness?	The law does not address.	
Is tenure linked to effectiveness?	The law does not address.	

Minnesota

Criteria	Explanation	Score
Does state provide clear authority to dismiss ineffective teachers and a reasonable process for doing so?	The law states that “inefficiency in teaching or in the management of a school, consistent with [the provisions addressing teacher evaluation system]” is grounds for terminating a continuing teacher contract. The law also requires districts to discipline teachers on improvement plans (a result of failure to meet professional standards) who do not make adequate progress in the teacher improvement process. Discipline may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, leave of absence, or other discipline a school administrator deems appropriate. The law does not address the process and appeals for discipline.	<input checked="" type="radio"/>
Is effectiveness, rather than seniority, the primary consideration in reductions in force?	The law does not address.	<input type="radio"/>
In cases of teacher excessing, is there a process for teachers to secure new positions through mutual consent, and for those who cannot do so to eventually be discharged from employment?	The law does not address.	<input type="radio"/>

Minnesota

Criteria	Explanation	Score
Do principals have authority to decide who teaches in their schools?	The law does not require mutual consent hiring.	<input type="radio"/>
Does the law protect students from being consecutively assigned to ineffective teachers?	No.	<input type="radio"/>
Are effective teachers rewarded with increased compensation?	The law does not address.	<input type="radio"/>