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State of Minnesota
HOUSE OF REPRESENTATIVES

**EIGHTY-SIXTH
SESSION**

HOUSE FILE No. 3851

May 14, 2010

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The bill was read for the first time and referred to the Committee on K-12 Education Policy and Oversight

1.1 A bill for an act
1.2 relating to education; establishing teacher performance assessments; proposing
1.3 coding for new law in Minnesota Statutes, chapter 122A.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. **[122A.091] BOARD OF TEACHING; TEACHER PERFORMANCE**
1.6 **ASSESSMENTS.**

1.7 (a) Consistent with section 122A.09, subdivision 4, the Board of Teaching must
1.8 adopt rules to establish a statewide teacher performance assessment system that is
1.9 aligned with Minnesota's required kindergarten through grade 12 academic standards
1.10 and accommodates locally adopted alternative assessment measures including teacher
1.11 portfolios. Teacher performance assessments must:

1.12 (1) include training and a reliability review for educators who evaluate teachers'
1.13 performance;

1.14 (2) be integrated with board-approved teacher preparation requirements; and

1.15 (3) correspond to the state and local resources allocated for this purpose.

1.16 (b) To the extent resources are available, the Board of Teaching must:

1.17 (1) convene a group of experts, where at least one-third of group members
1.18 are classroom teachers, to advise the board about teacher performance standards,
1.19 developmental scales for teacher candidates, and the design, content, administration, and
1.20 scoring of teacher performance assessments;

1.21 (2) design, develop, and implement assessment standards and a statewide training
1.22 program for educators to evaluate teachers' performance;

1.23 (3) establish a review panel to examine districts' use of teacher performance
1.24 assessments;

2.1 (4) periodically analyze the validity of assessment content and the reliability of
2.2 assessment scores under this section;

2.3 (5) establish and implement appropriate standards applicable to teacher candidates
2.4 for demonstrating satisfactory performance;

2.5 (6) analyze and eliminate bias in the performance assessments;

2.6 (7) collect and analyze background information from teacher candidates who
2.7 participate in a performance assessment and interpret and report the results;

2.8 (8) use the information and results to analyze the quality and effectiveness of
2.9 performance assessment; and

2.10 (9) examine and revise board approval of teacher preparation programs and
2.11 institutions to assure candidates of opportunities to acquire the knowledge, skills, and
2.12 abilities measured by the assessment system.

2.13 (c) The board must ensure that performance assessments are ongoing, well integrated
2.14 into teacher preparation programs, aligned with state standards of effective teaching
2.15 practices, and are consistently applied to teacher candidates enrolled in board-approved
2.16 teacher preparation programs. Performance assessments must meet the needs of teacher
2.17 candidates, teacher preparation program providers, and school districts that employ newly
2.18 licensed teachers by:

2.19 (1) designing performance assessments that accommodate formative assessment
2.20 information for teacher candidates, postsecondary faculty, and educators who evaluate
2.21 teachers' performance to use to help teachers and teacher candidates improve their
2.22 teaching knowledge, skills, and abilities;

2.23 (2) developing a teacher performance reporting system that a teacher preparation
2.24 program provider can use to recommend a successful teacher candidate for licensure; and

2.25 (3) using reports of formative assessment information and performance assessment
2.26 results to develop a new teacher induction plan.

2.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.