

Adopted: February 13, 2014
Revised: August 8, 2016
Reviewed: November 14, 2022

COMMUNITY OF PEACE ACADEMY POLICY No. 4.11 TEACHER EVALUATION

I. PURPOSE

The purpose of this policy is to improve student learning and success through a process of teacher evaluation and professional development which will improve and support qualified teachers and effective teaching practices.

II. POLICY STATEMENT

Community of Peace Academy will develop and implement a teacher evaluation and peer review process as required by law in order to improve student learning and success.

III. POLICY

In order to fulfill the purpose of this policy and consistent with the Policy Statement, the annual teacher evaluation and peer review process must, at minimum, contain the following elements:

- A. Establishment of 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 and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review.
- B. The teacher evaluation must be based on professional teaching standards established in rules promulgated by the Minnesota Board of Teaching.
- C. Staff development activities must be coordinated with the teacher evaluation process and teachers' evaluation outcomes.
- D. Time may be provided during the school day and/or during the school year for peer coaching and teacher collaboration.
- E. The teacher evaluation process may include mentoring and induction programs.

- F. The teacher evaluation process must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with requirements established by the Minnesota Board of Teaching and include teachers' own performance assessment based on student work samples and examples of teachers' work.
- G. Thirty five percent (35%) of a teacher's evaluation results must be based upon data from valid and reliable student assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals.
- H. The teacher evaluation process must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which a teacher is responsible.
- I. Qualified and trained evaluators such as school administrators will perform summative evaluations.
- J. Community of Peace Academy will give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines.
- K. Community of Peace Academy will discipline teachers not making adequate progress in the teacher improvement process, including, but not limited to termination of employment.

IV. CLASSIFICATION OF EVALUATION DATA

Data on individual teachers' evaluation results are personnel data under Minn. Stat. §13.43.

Legal References: Minn. Stat. §124E.03, subd. 2(h) (Charter Schools)
Minn. Stat. §122A.40, subd. 8 (Employment; Contracts; Termination)