

State of the States 2012: Teacher Effectiveness Policies

NCTQ has long argued that the potential benefits of a teacher evaluation system that truly measures classroom effectiveness

are great. If done well, and if the results are used to make decisions of consequence, teacher evaluations could be a significant lever for change. Taking teacher effectiveness seriously could set the foundation for improved professional development that helps all teachers grow throughout their careers, better targeted policies for struggling teachers, higher standards for teacher preparation programs and fair but rigorous policies for replacing persistently ineffective teachers. Compensating teachers based on effectiveness could help attract and retain the best teachers in the profession. Cultivating effectiveness will also be crucial to implementing new Common Core State Standards, promoting educational equity and turning around low-performing schools.

For years, NCTQ has closely tracked trends on teacher evaluations as part of our comprehensive annual review and analysis of state teacher policies. In October 2011, NCTQ published *State of the States: Trends and Early Lessons on Teacher Evaluation and Effectiveness Policies*. That report, as well as our 2011 *State Teacher Policy Yearbook*, chronicled a sea change in policy across the United States regarding how teacher performance is evaluated—in particular, we documented a marked increase in the number of states focusing on teacher effectiveness in the classroom and factoring student achievement into teacher evaluations. This brief updates these analyses for 2012.

Key Findings for 2012

The rapid pace of change on teacher evaluation continues across the states in 2012. Since 2009, 36 states and the District of Columbia Public Schools¹ have made policy changes on their books related to teacher evaluation. In the few short months since NCTQ published *State of the States* and the 2011 *Yearbook*, 15 states have made teacher evaluation and/or tenure policy changes with seven states—Connecticut, Hawaii, Louisiana, New Jersey, Oregon, Pennsylvania and South Dakota—adopting significant new policies. This brief includes the latest breaking and most up-to-date findings on how states are evaluating teacher performance and using the results for decisions of consequence such as granting teachers tenure.

As of September 2012:

- **Half of the states now require annual evaluation of all teachers.** In 2009, only 15 states required annual evaluations of all teachers, with some states permitting teachers to go five years or more between evaluations. In 2012, 24 states now require annual evaluations for all teachers; 43 states require annual evaluations of all new teachers.
- **There have been dramatic increases in the number of states setting policies requiring that student achievement factor into evaluations of teacher performance.** Just a few short years ago, in 2009, 35 of the 50 states did not, even by the kindest of definitions, require teacher evaluations to include any sort of measure of student learning. Today almost as many states (32) now require that teacher evaluations include objective evidence of student learning.

¹ An overview of the District of Columbia Public Schools' (DCPS) evaluation policies under the IMPACT system is included in Appendix B. However, for the purposes of the rest of this analysis, NCTQ looks at statewide policies under the responsibility of the Office of the State Superintendent of Education for the District of Columbia, not DCPS.

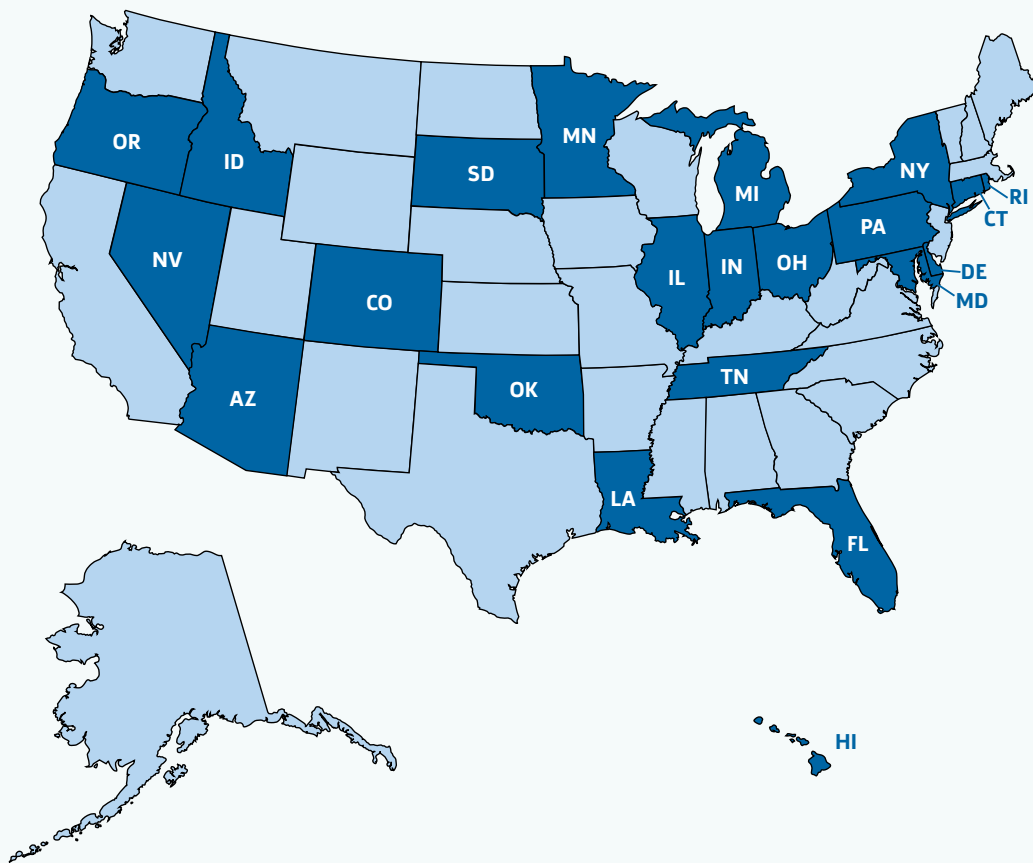
- **In more states than ever before, student achievement is required to be a significant or the most significant factor in teacher evaluations.** NCTQ has tracked dramatic changes regarding the use of student achievement data to inform teacher evaluations. In 2009, only four states were using student achievement as an important criterion in how teacher performance was assessed. In 2012, 22 states require student achievement to be a significant or the most significant factor in judging teacher performance
- **A majority of states now require that teacher ratings are differentiated into multiple performance levels.** Up from 17 states just last year, 26 states require that teacher evaluation systems include multiple categories

for rating teacher performance, allowing for more meaningful differentiation in teacher performance in 2012 than simply “effective” or “not effective.”








- **Most states require observations as part of teacher evaluations and almost half require multiple annual classroom visits.** Thirty-nine states require annual observations of classroom instruction; 22 of those states require multiple classroom observations each year. Seventeen states require that observations of new teachers occur early in the school year, providing opportunities for early feedback and intervention to novices in the classroom.

In 13 states, student achievement/growth is the preponderant factor in teacher evaluations; in nine other states, measures of student achievement are required to significantly inform teacher evaluations.

States requiring student achievement to be a significant or the most significant criterion in teacher evaluations:



How Well Do States Identify Effective Teachers?

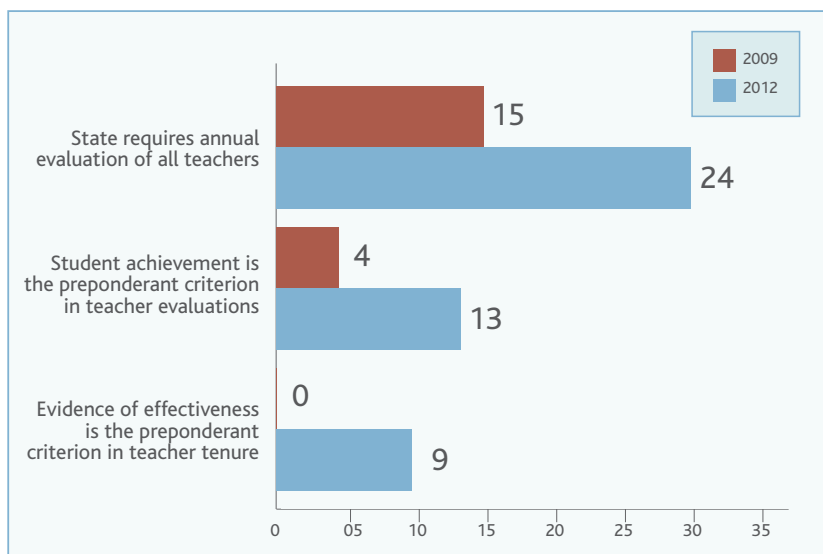
	2011 Grade
Rhode Island	A-
Delaware	B
Florida	B
Tennessee	B
Colorado	B-
Nevada	B-
Oklahoma	B-
Idaho	C+
Louisiana	C+ 
Michigan	C+
New York	C+
Ohio	C+
Indiana	C
Maryland	C
Washington	C
Georgia	C-
Illinois	C-
Minnesota	C-
North Carolina	C-
Utah	C-
Alabama	D+
Arizona	D+
Arkansas	D+
Connecticut	D+ 
Kansas	D+
Kentucky	D+
Massachusetts	D+
Missouri	D+
New Jersey	D+ 
North Dakota	D+
Pennsylvania	D+ 
South Carolina	D+
West Virginia	D+
Wyoming	D+
Hawaii	D 
Mississippi	D
Nebraska	D
New Hampshire	D
New Mexico	D
Wisconsin	D
Alaska	D-
Iowa	D-
Oregon	D- 
Texas	D-
California	F
District of Columbia	F
Maine	F
Montana	F
South Dakota	F 
Vermont	F
Virginia	F
Average State Grade	D+

 State has made significant progress in 2012

■ **Using evaluation results to make personnel decisions is where the rubber meets the road, and more states than ever before are attaching consequences to teacher effectiveness.** While it is still the case that the vast majority of states award tenure virtually automatically, with little deliberation or consideration of evidence of teacher performance, some states have taken leadership on this issue. In 2009, not a single state awarded tenure based primarily on teacher effectiveness; in 2012, nine states require that the performance of a teacher's students be central to the decision of whether that teacher is awarded tenure.

■ **With very few exceptions, states aren't tying performance to teacher licensure advancement.** Only three states—Delaware, Louisiana, and Rhode Island—require evidence of effectiveness to be the preponderant criterion in conferring professional licenses on teachers as they advance from probationary or beginning licenses.²

Trends in Teacher Evaluations 2009-2012



For policy details on states that have made significant progress on teacher evaluation and/or tenure policies in 2012, see Appendix A.

State Evaluation Policies That Support the Identification of Effective Teachers

	State has made policy changes related to teacher evaluations 2009-2012	State requires <i>annual</i> evaluations for <i>all</i> teachers	State requires that teacher evaluations include <i>objective evidence</i> of student learning
Alabama	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> ³	<input checked="" type="checkbox"/>
District of Columbia (State)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TOTAL	37	24	32

*Indicates states that have made policy changes related to teacher evaluation and/or teacher tenure since NCTQ's 2011 *State Teacher Policy Yearbook*.

Summative Teachers 2012

State specifies that teacher evaluations are to be "significantly" informed by student achievement/growth	State requires that student achievement/growth is the <i>preponderant criterion</i> in teacher evaluations	State requires that evidence of student learning is the <i>preponderant criterion</i> in tenure decisions	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alabama
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alaska
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arizona*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arkansas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	California
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Colorado
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Connecticut*
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Delaware
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	District of Columbia (State)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Florida
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Georgia
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hawaii*
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Idaho*
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Illinois
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indiana
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Iowa*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kansas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kentucky
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Louisiana*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maine*
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Maryland
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Massachusetts
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Michigan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Minnesota
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mississippi
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Missouri
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Montana
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Nebraska
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Nevada
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New Hampshire
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New Jersey*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New Mexico
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New York*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	North Carolina
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	North Dakota
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ohio
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Oklahoma
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oregon*
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pennsylvania*
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Rhode Island
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	South Carolina
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	South Dakota*
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Tennessee
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Texas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Utah
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vermont
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Virginia
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Washington*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	West Virginia*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wisconsin
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wyoming*
22	13	9	TOTAL

3 While Delaware does not require a full-fledged summative evaluation every year (instead, every other year), the state does track whether teachers meet student growth expectations each year. If a teacher does not meet his/her growth expectations in a year when a summative evaluation would not normally be conducted, the failure to meet annual growth requirements triggers a full-fledged evaluation.

State Checklist for Policies That Identify Effective Teachers

- | | |
|--|---|
| <p>1. Build a high-quality data system.</p> | <ul style="list-style-type: none"> ✓ Design longitudinal data system with the capacity to match student and teacher identifiers. ✓ Ensure that assessment system can produce value-added data and can track student growth year to year. ✓ Develop clear teacher-of-record definition and system of roster verification. |
| <p>2. Make effective instruction paramount.</p> | <ul style="list-style-type: none"> ✓ Require that student achievement is the most significant criterion in teacher evaluations. ✓ Ensure that classroom observations focus squarely on effective instruction. ✓ Consider multiple objective measures of student growth and achievement in teacher evaluations. ✓ Define multiple levels of teacher performance. |
| <p>3. Evaluate teachers every year.</p> | <ul style="list-style-type: none"> ✓ Provide all teachers with a performance rating annually. ✓ Focus evaluation effort early and often for new classroom teachers. |
| <p>4. Grant tenure to effective teachers.</p> | <ul style="list-style-type: none"> ✓ Do away with automatic tenure. ✓ Tie teacher evaluation results to tenure decisions. ✓ Articulate a process for considering evidence of effectiveness when deciding whether a teacher should receive tenure. ✓ Allow enough time to make well-informed tenure decisions (NCTQ recommends 4-5 years). |
| <p>5. Provide licensure advancement based on performance.</p> | <ul style="list-style-type: none"> ✓ Make evidence of teacher effectiveness the preponderant criterion in awarding professional and/or advanced teacher licenses. ✓ Do away with generic coursework and seat time for license advancement and renewal. ✓ Don't require advanced degrees for teacher licenses, as research shows they have no bearing on effectiveness. |
| <p>6. Hold teacher preparation programs accountable.</p> | <ul style="list-style-type: none"> ✓ Collect data that connect student achievement gains to teacher preparation programs. ✓ Gather other meaningful data that reflect program performance. ✓ Establish the minimum standard of performance for each category of data. |
| <p>7. Support the equitable distribution of effective teachers.</p> | <ul style="list-style-type: none"> ✓ Make school-level data publicly available that shed light on the distribution of teacher talent. ✓ Use a system—such as a color-coded index—that can help the public easily identify inequities in schools serving disadvantaged children. |

NCTQ Recommendations to States on Identifying Effective Teachers

NCTQ recommends a straightforward recipe for identifying effective teachers:

- **Make critical data links between teachers and students.** States have made a tremendous amount of progress on developing the kinds of longitudinal data systems necessary to be able to assess teachers' impact on student learning. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide. The Center for Educational Leadership and Technology (<http://www.celtcorp.com/>) has developed a template statement to help states identify teachers of record. States need to also make sure they have a reliable mechanism for roster verification to ensure that students and teachers are correctly matched.
- **Require annual evaluations of all teachers.** Most professions insist on annual reviews of employee performance. This is increasingly the case for the teaching profession. Even for high-performing teachers, performance reviews should provide an important and welcome opportunity for feedback. States should require that all teachers receive formal evaluation ratings each year.
- **Make evidence of student learning the most important factor in evaluations of teacher effectiveness.** States should either require common evaluation instruments in which evidence of student learning is the most significant criterion or specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.

Critical Links: State Capacity to Tie Student Achievement Data to Teachers

To be able to measure teacher effectiveness, state data systems must have three key components: 1) a unique statewide student identifier number that connects student data across key databases across years; 2) a unique teacher identifier system that can match individual teacher records with individual student records; and 3) an assessment system that can match individual student test records from year to year in order to measure academic growth. While NCTQ finds that most states are able to match student records to teacher records, there are some important mismatches between capacity and policy. Three states require that teacher evaluations include student achievement but appear to currently lack capacity to link data:

- Colorado
- Connecticut
- South Dakota

At the same time, 12 states have the capacity to link student and teacher data but presently have no requirement that student achievement be reviewed as part of teacher performance appraisals:

- Alabama
 - Iowa
 - Kansas
 - Kentucky
 - Mississippi
 - Missouri
 - Nebraska
 - New Hampshire
 - New Mexico
 - North Dakota
 - South Carolina
 - Wisconsin
-

- **Use multiple measures of student learning to assess teacher effectiveness.** Teacher evaluations need to consider objective evidence of student learning, including not only standardized test scores but also periodic diagnostic assessments; benchmark assessments that show student growth; artifacts of student work connected to specific student learning standards (randomly selected for review by the principal or senior faculty and scored using rubrics and descriptors); examples of typical assignments assessed for their quality and rigor; and/or periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams.
- **Require classroom observations that focus on and document the effectiveness of instruction.** While there is a great deal of attention focused on linking value-added and student growth results to teacher evaluation, it is equally important to gather evidence observing behavior—what teachers do and what students are learning in the classroom—during observations. The criticism of many current evaluation systems is not just their failure to take student learning into account, but their failure to include high-quality classroom observations. But well-designed and executed observations provide the clearest opportunity to give teachers actionable feedback on the strengths and weaknesses of their instructional practice. There are two key factors to a strong observation system. First, instruments must measure the right behaviors. Unfortunately, many observation rubrics are filled with vague descriptions of teacher practices, which may or may not have any relationship to student outcomes. Second, evaluators must be well trained to use the instrument so that results will be valid.
- **Require multiple categories for rating teacher performance.** States should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate. The rating system should allow for identification of exceptionally strong and exceptionally weak performers and differentiation among those in between.
- **Provide teachers with feedback on evaluations; in particular, provide new teachers with early feedback on classroom practice.** While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year. In the absence of good metrics for determining who will be an effective teacher before candidates begin to teach, the need to closely monitor the performance of new teachers is especially critical. Not only must new teachers be evaluated, but they should also have their first observation during the first half of the school year, so that they can receive feedback and support early on, especially if there is any indication of an unsatisfactory performance. That way, the teacher and school or district leadership can implement a plan for improvement, rather than potentially allowing a struggling new teacher to go without support.
- **Use evaluations of effectiveness to inform tenure decisions.** In defense of the status quo, states often claim that awarding tenure is a local decision over which they have no authority. But in the interest of ensuring that tenure is meaningful and deliberate, states should extend their authority to identify a process, such as a hearing, that local districts would be required to administer, in which cumulative evidence of teacher effectiveness is considered, after which a determination is made whether to award tenure. Evidence of effectiveness should be the preponderant criterion in tenure decisions.

In order for tenure decisions to be meaningful, states also need to set a probationary period that is long enough to allow districts to accumulate sufficient evidence of student learning to make reasoned decisions, ideally five years.
- **Tie licensure advancement to effectiveness.** States should base advancement from a probationary to a nonprobationary license on evidence of teacher effectiveness. In most states, the requirements new teachers fulfill to receive their professional licenses do little or

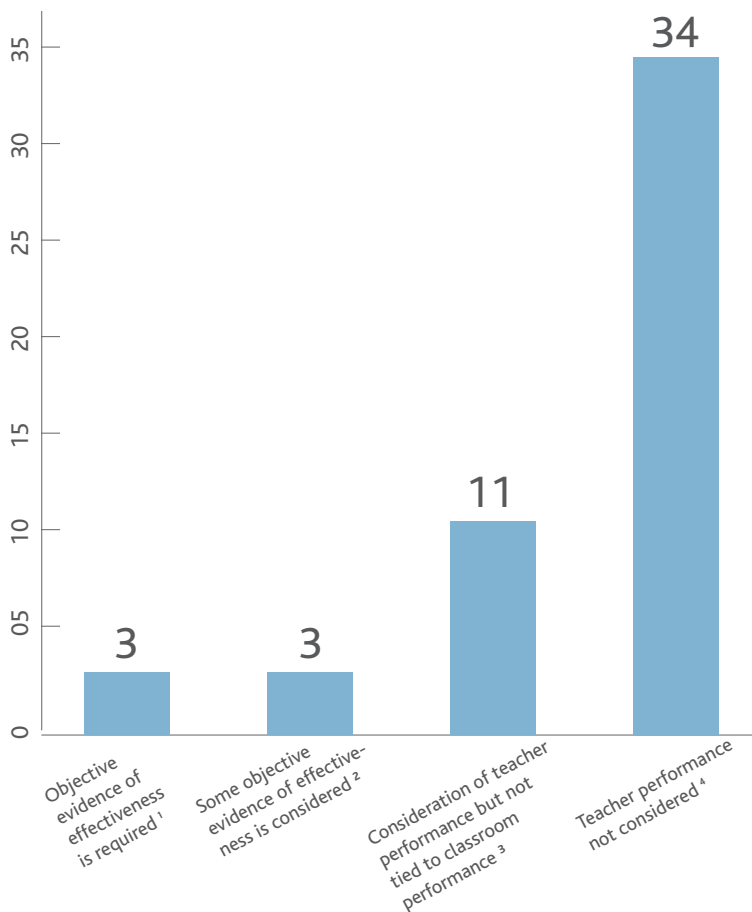
nothing to advance teacher effectiveness. Despite extensive research showing that master's degrees do not have any significant correlation to classroom performance, for example, eight states (Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon) require a master's degree or its equivalent in coursework for professional licensure.

Furthermore, 44 states require teachers to complete general, nonspecific coursework before conferring or renewing teacher licenses. While targeted requirements may potentially expand teacher knowledge and improve practice, the general requirements found in these states merely call for teachers to complete a certain amount of seat time. A better idea is to tie evaluations of teacher effectiveness to advancement policies.

Conclusion

The landscape is quickly and dramatically changing when it comes to rethinking and rebuilding teacher evaluations in school systems across the United States. There is a great deal of promise and potential in these policy trends. At the same time, however, it is clear that policy is only part of what is necessary. The changes required to truly embrace teacher effectiveness are also a matter of will—on the part of policymakers, school leaders, designated evaluators and teachers themselves. Even the best evaluation system can be implemented poorly or undermined. The policies discussed in this brief simply lay the groundwork for teacher evaluations to become a meaningful part of an effort to ensure an effective teacher workforce, and for teacher effectiveness to take root as a lever for improving outcomes for students in classrooms across the nation.

Do states tie licensure advancement to teacher performance?



1 Delaware, Louisiana, Rhode Island

2 Illinois, Maryland, New Mexico

3 Alaska, Arkansas, California, Georgia, Indiana, Iowa, Kansas, Kentucky, North Carolina, Utah, Washington

4 Alabama, Arizona, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Consideration of Student Learning in Tenure Decisions

	Evidence of student learning is the preponderant criterion	Some evidence of student learning is considered	Virtually automatically
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TOTAL	9	7	35

1 No state-level policy; however, the contract between DCPS and the teachers' union represents significant advancement in the area of teacher tenure.

2 The state has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

How Long Before a Teacher Earns Tenure?

	No policy	1 year	2 years	3 years	4 years	5 years	State only awards annual contracts
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	1	1	5	29	5	6	4

- 1 Teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least effective for the last two years.
- 2 While technically not on annual contracts, Rhode Island teachers who receive two years of ineffective ratings are dismissed.
- 3 As of 7/1/16, South Dakota no longer requires continuing contract status.

Appendix A

States with Significant Teacher Evaluation and Tenure Policies in 2012

Connecticut: The Performance Evaluation Advisory Council (PEAC) recommended and the State Board of Education has approved a teacher evaluation system that includes the following components: 45 percent of the evaluation is based on multiple student learning indicators, half of which are based on standardized tests; 40 percent of the evaluation is based on teacher observation and professional practice; 10 percent is based on feedback from peers and parents including surveys; and 5 percent is based on schoolwide student learning indicators or student feedback. The new system includes a four-level rating system: exemplary, proficient, developing and below standard. Observations must be rated against a standards-based rubric, and must result in useful and timely feedback. Teacher contracts must be “on the basis of effective practice as informed by performance evaluations.”

Hawaii: The new statewide teacher evaluation system must include four ratings: highly effective, effective, marginal and unsatisfactory, and must be implemented by the 2013-14 school year. The evaluation is built on two components, each counting for 50 percent—teacher practice, which may include classroom observations, stakeholder surveys and evidence of reflective practice; and student learning and growth, which must consist of multiple measures of student achievement including statewide assessment and other student learning objectives. Probationary teachers must be evaluated each year using the same process and measures as tenured teachers. To complete their probationary periods, teachers must receive at least two consecutive overall ratings of effective or better.

Louisiana: Effective July 1, 2012, a teacher rated highly effective for five out of six years will be granted tenure. All other teachers remain “at-will” employees. Effective beginning 2013-14 school year, a tenured teacher in Louisiana who receives a rating of ineffective will lose tenure. If a teacher is rated highly effective for growth but ineffective on their classroom observation, the teacher is entitled to a second observation within 30 days. A teacher shall reacquire tenure if ineffective performance is reversed, or if the teacher receives a performance rating of highly effective for five of six years subsequent to the ineffective rating.

New Jersey: Under the state’s new system, teachers will be rated using multiple rating categories: highly effective, effective, partially effective and ineffective. The evaluation rubric must be partially based on multiple objective measures of student learning

Other States with Policy Updates for 2012:

Arizona now requires four rating categories and requires that teachers must be observed at least twice a year, and observations must be a complete and uninterrupted lesson. First and last observation must be separated by at least 60 calendar days, with written observation results provided within 10 business days.

Idaho now requires the second portion of annual teacher evaluations to include input from parents and guardians, rather than the first portion.

Iowa now requires annual evaluations for all teachers.

Maine requires evaluations to include multiple measures of educator effectiveness, including but not limited to student learning and growth.

New York took steps to clarify its previously adopted teacher evaluation policies.

Washington now requires that student growth must be a “substantial” factor in teacher evaluations.

West Virginia requires that objective measures of student achievement must now count for 20% of evaluations, which must include four teacher performance rating categories.

Wyoming requires three teacher performance rating categories for evaluations.

that use student growth. Multiple objective measures of student learning “may” include: teacher-set goals for student learning; student performance assessments, including portfolio projects, problem-solving protocols and internships; teacher-developed assessments; standardized assessments; and district-established assessments. Standardized assessments must be used but must not be the predominant factor in overall evaluations. New Jersey is requiring multiple observations with post-observation conferences.

School improvement panels must conduct mid-year evaluations of any teacher who is evaluated as ineffective or partially ineffective in their most recent annual summative evaluation. The state’s tenure period is extended to four years. New teachers will have to complete a one-year mentorship program and then be rated effective or highly effective on their summative evaluations for two of the next three years of employment to receive tenure.

Oregon: The Oregon Framework for Teacher and Administrator Evaluation and Support Systems was endorsed by the State Board of Education in June 2012. Under the framework, teacher evaluations in Oregon must now include a variety of evidence-based measures on three components: professional practice, professional responsibilities and student learning and growth. The framework requires that student learning and growth count as a “significant” factor in teacher evaluations. Measures must include state assessment results along with additional measures of student learning, such as: state, national, international or common district assessments; and other valid and reliable measures of student learning, growth and proficiency, such as formative assessments, end-of-course tests, performance-based assessments; and collections or portfolios of student work. The state’s new evaluation Framework requires teacher ratings based on four performance levels: Level 1 (lowest) to Level 4 (highest). Oregon now requires that teacher evaluations occur every year for probationary teachers, and at least every two years for contract teachers.

Pennsylvania: Pennsylvania requires that 50 percent of teacher evaluations must be based on student performance. This half must be based on multiple measures of student achievement and be comprised of the following: 15 percent building-level data (must at least include student performance on assessments, value-added assessment system data, graduation rates and promotion rates); 15 percent teacher-specific data, which include student achievement attributable to specific teacher as measured by student performance on assessments, value-added assessment system data and progress in meeting student goals; 20 percent elective data, including measures of student achievement that are locally developed. The state requires four rating categories: distinguished, proficient, needs improvement and failing. Distinguished and proficient performance ratings are considered satisfactory. A needs improvement is considered satisfactory, except if teacher gets a second needs improvement rating within 10 years—then it is considered unsatisfactory performance. No teacher can be rated needs improvement or failing based solely on student test scores.

South Dakota: The state requires teacher evaluation based on multiple measures as follows: 50 percent on quantitative measures of student growth; and 50 percent on qualitative, observable characteristics of good teaching and classroom practices. The latter includes classroom drop-ins, parent surveys, student surveys, portfolios, and/or peer review. The state has established a four tier rating system: distinguished, proficient, basic, unsatisfactory. Beginning with the 2014-15 school year, all teachers must be evaluated annually. Any teacher who has not achieved tenure by July 1, 2016, need not acquire continuing contract status. Districts are not prohibited from choosing to provide continuing contract status beyond this date.

Appendix B

State Teacher Evaluation Policy Profiles

ARIZONA	
What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. Teachers must be observed at least twice a year, and observations must be during a complete and uninterrupted lesson. First and last observations must be separated by at least 60 calendar days, with written observation results provided within 10 business days.
Who is responsible for development of the evaluation system?	Districts are responsible for developing evaluations consistent with state framework.
What measures are required?	Evaluations include three components: 1) classroom-level data, 2) school level data, and 3) teaching performance. For teachers with classroom-level data available, additional school-level measure options include aggregate state assessment data, AP/IB results, survey data and other reliable measures. For teachers without reliable classroom data, school-level measures are required.
How is student growth factored?	Evaluations must include quantitative data on student academic progress. These objective data must account for between 33 percent and 50 percent of evaluation measures. Classroom-level data must account for at least 33 percent and school-level data may account for up to 17 percent for a total of no more than 50 percent of evaluation.
Is student growth the preponderant criterion?	No.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, developing, and ineffective.
Who is responsible for conducting evaluations?	Each school district's governing board must designate and ensure qualified teachers to serve as evaluators.
What observation procedures and feedback are specified?	At least two observations are required. Within 10 business days after each observation, the observer must provide teacher with written feedback.
What are the required uses for evaluation results?	Each evaluation must include recommendations as to areas of improvement, if the performance of the teacher warrants improvement. A board designee must confer with the teacher to make specific recommendations. Assistance and opportunities must be provided for the certificated teacher to improve performance. After a reasonable period of time, the designee must follow up with the teacher to ascertain whether that teacher is demonstrating adequate classroom performance. By 2015-2016, a policy must be in place to provide an intervention option for teachers designated in the lowest performance classification and must include the use of a performance improvement plan. The intervention option may be used only once for each teacher.
What employment consequences are tied to evaluation results?	The governing board must develop a definition of inadequacy of classroom performance that aligns with new evaluation policy's performance classification. By school year 2015-2016, state requires districts to initiate notice of inadequacy of classroom performance process no later than second consecutive year that a teacher is designated in the lowest performance classification. The state's pay for performance program requires that the placement of teachers on the career ladder be based on more than one measure of performance that includes increasingly higher levels of student academic progress, the use of various methods of progress assessments by local districts and procedures for review of student progress. The restructured salary schedule must be based on performance and not on experience and education.
What is the state's implementation timeline?	By school year 2012-2013, districts must use an evaluation instrument that meets state requirements for annual evaluations of all teachers. The school district governing board must adopt teacher evaluation policies in a public meeting by school year 2013-2014.

COLORADO	
What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. The timing of observations is not specified. Written evaluation reports must be completed at least two weeks before the last day of school.
Who is responsible for development of the evaluation system?	District design or district opt-in to state-designed teacher evaluation model.
What measures are required?	All district evaluations must measure five professional practices: 1) know content, 2) establish environment, 3) facilitate learning, 4) reflect on practice, 5) demonstrate leadership and student growth.
How is student growth factored?	50 percent of evaluation rating is based on 1) measures of individually attributed growth; 2) a measure of collectively attributed growth whether on a school-wide basis or across grades or subjects; 3) when available, statewide summative assessment results; and 4) Colorado Growth model for subjects with annual statewide summative assessment results available in two consecutive grades.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, partially effective, and ineffective.
Who is responsible for conducting evaluations?	Each principal or administrator who is responsible for evaluating licensed personnel shall keep records and documentation for each evaluation conducted. Each principal and administrator who is responsible for evaluating licensed personnel shall be evaluated as to how well he or she complies with the school district's evaluation system.
What observation procedures and feedback are specified?	Probationary teachers must receive at least two documented observations and one evaluation that result in a written evaluation report each academic year. Beginning with the 2012-2013 school year, all other teachers must receive a written evaluation report each academic year.
What are the required uses for evaluation results?	Each teacher must be provided with an opportunity to improve effectiveness through a teacher development plan. School districts must ensure that a teacher who objects to a rating has an opportunity to appeal, in accordance with a fair and transparent process developed, where applicable, through collective bargaining. For nonprobationary teachers, a remediation plan must be developed by the district and must include professional development opportunities. The teacher must be given a reasonable period of time to remediate deficiencies. If the next evaluation shows effective performance, no further action must be taken. A teacher may appeal a second ineffective rating. If the second ineffective rating is upheld, the evaluator must either make additional recommendations for improvement or may recommend dismissal.
What employment consequences are tied to evaluation results?	Probationary teachers must earn three consecutive "effective" ratings to earn the equivalent of tenure. Veteran, or non-probationary, teachers who receive two consecutive "ineffective" ratings return to probationary status and have a year to improve or face termination.
What is the state's implementation timeline?	By 2012-2013: New systems implemented and tested. By 2013-2014: Statewide implementation and evaluations shall be considered in acquisition of non-probationary status. In 2014-2015: Evaluation system finalized statewide.

CONNECTICUT

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. The timing of observations is not yet specified. State models will be developed that provide the number and duration of formal vs. informal observations, and pre- and post-conference specifics. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1st of each year.
Who is responsible for development of the evaluation system?	The state allows local school districts to develop their own teacher evaluation instruments that are consistent with a comprehensive list of guidelines and best practices promulgated by the State Board of Education.
What measures are required?	The state requires that evaluations are based on multiple student learning indicators which count for 45 percent, half of which is based on standardized tests. In addition, teacher observation and professional practice are factored into evaluations at 40 percent, feedback from peers and parents including surveys count for 10 percent and schoolwide student learning indicators or student feedback count for 5 percent.
How is student growth factored?	Evidence of student learning includes "teacher and administrator assessment of student work samples, performance measures (e.g., holistic scoring of writing) as well as teacher designed tests and standardized tests.
Is student growth the preponderant criterion?	No.
How many and what are the evaluation categories/ratings?	Four performance levels: exemplary, proficient, developing, and below standard.
Who is responsible for conducting evaluations?	The superintendent of each local or regional board must annually evaluate or cause to be evaluated each teacher.
What observation procedures and feedback are specified?	Observations must be rated against a standards-based rubric, and must result in useful and timely feedback.
What are the required uses for evaluation results?	None specified.
What employment consequences are tied to evaluation results?	Tenure is awarded in Connecticut after 40 school months. Contract to return must be "on the basis of effective practice as informed by performance evaluations." Tenured teachers may now be dismissed for "ineffectiveness," as determined by the state's new evaluation policy. If the reason for termination is ineffectiveness, a hearing must address whether performance evaluation ratings were determined in good faith, and were reasonable in light of evidence presented.
What is the state's implementation timeline?	According to a press release from the Office of the Governor on June 4, 2012, selected districts will pilot the new evaluation system during the 2012-2013 school year, with statewide implementation scheduled for the 2013-2014 school year.

DELAWARE

What is the frequency and timing of teacher evaluations?	New teachers must receive one summative evaluation rating every year. Experienced teachers who earn a rating of highly effective must receive a summative evaluation at least once every two years. However, the student improvement evaluation component must be evaluated every year, and teachers cannot be rated "effective" unless they have met growth targets. If a highly effective teacher does not achieve a satisfactory rating on the student improvement component, the teacher must receive a summative evaluation the following year. The state has provided "suggested" target dates for observations, summative evaluations and student growth measures.
Who is responsible for development of the evaluation system?	State has a single statewide teacher evaluation system (DPAS II). Local districts are permitted to use their own evaluation instruments in addition to the statewide system, but not in place of the statewide instruments.
What measures are required?	The state model measures 1) planning and preparation, 2) classroom environment, 3) instruction, 4) professional responsibilities and 5) student improvement. For tested grades and subjects, student improvement measures are based on scores on the statewide assessment, and other measures of student learning that are rigorous and comparable across classrooms. For nontested grades and subjects, the state requires alternative measures of student learning such as scores on pre-tests and end-of-course tests, performance on English language proficiency assessments, and other measures that are rigorous and comparable across classrooms to be included in the evaluations. Districts can develop and implement other assessment tools that measure student improvement, including assessments in other content areas, with state approval. Districts also may implement evaluations in addition to the state system requirements. Among other options for evidence are: classroom management documents; examples of student work/assignments; and communication logs with parents.
How is student growth factored?	Teacher cannot be rated "effective" overall if the student growth expectations for the teacher's students are not met. Schoolwide assessment measures account for 30 percent of the student improvement component and student cohort assessment measures account for 20 percent. Teacher specific assessment measures account for 50 percent of the student improvement component.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, needs improvement and ineffective.
Who is responsible for conducting evaluations?	Credentialed evaluators are usually the supervisor of the teacher, and must complete training and receive a certificate of completion, which is valid for five years and is renewable upon completion of professional development.
What observation procedures and feedback are specified?	New teachers must receive a minimum of two announced observations and one unannounced observation every year. Experienced teachers who earn a rating of "highly effective" on their most recent summative evaluation must receive a minimum of one announced observation each year. After each observation, the teacher and evaluator participate in a post-observation conference to discuss the teacher's performance.
What are the required uses for evaluation results?	Teachers who receive an overall rating of "needs improvement" or "ineffective" on the summative evaluation, or a rating of unsatisfactory on any appraisal component regardless of the overall rating, must be put on an improvement plan.
What employment consequences are tied to evaluation results?	The state requires that teachers must show two years of satisfactory student growth (evidenced by satisfactory ratings on the "student improvement" component of the teacher appraisal process) within a three-year period before they receive tenure. Teachers with two consecutive years of ineffective ratings or who earn a combination of ineffective and unsatisfactory ratings for three consecutive years are considered to have patterns of ineffective teaching and are eligible for dismissal.
What is the state's implementation timeline?	The state's regulation regarding teacher evaluations went into effect July 1, 2011.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS)

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. The first administrator observation must occur between September 21 and December 1, and the first master educator observation must occur between September 21 and February 1.
Who is responsible for development of the evaluation system?	DCPS has a single districtwide teacher evaluation system (IMPACT).
What measures are required?	The District's system measures 1) student achievement (both individual and school value added), 2) instructional expertise, 3) commitment to school community, 4) professionalism. Individual and school level value-added data are included for teachers in grades 4-8. Teacher-assessed data on tests other than statewide assessments and school level value-added data are included for all other teachers.
How is student growth factored?	DCPS's system, IMPACT, requires that 50 percent of the evaluation score be based on the teacher's impact on students' achievement; 35 percent of score is based on individual value-added student achievement data and 15 percent is based on teacher-assessed student achievement data.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Five performance levels: highly effective, effective, developing, minimally effective and ineffective.
Who is responsible for conducting evaluations?	Three of the observations are conducted by an administrator, and two are conducted by an impartial third-party called a master educator.
What observation procedures and feedback are specified?	DCPS teachers are formally observed up to five times annually depending on career stage and evaluation results. Within 15 days of each observation, the observer must meet with the teacher to share ratings, provide feedback, and discuss next steps for professional growth. Teachers can drop an observation score if a full point lower than average.
What are the required uses for evaluation results?	Teachers who are rated minimally effective are encouraged to take advantage of professional development opportunities provided by DCPS. They are held at current salary step until they earn a rating of effective or higher.
What employment consequences are tied to evaluation results?	Those teachers who receive a minimally effective rating for two consecutive years are subject to separation from the school system. Teachers who receive an ineffective rating are subject to separation from the school system. Members of the Washington Teachers' Union who receive highly effective ratings are eligible for additional compensation under new contract.
What is the state's implementation timeline?	IMPACT was implemented in 2009-10. A small number of changes were made to the system for 2010-11. DCPS also instituted a process for principals to contest a teacher dismissal based on IMPACT.

FLORIDA

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. New teachers must be evaluated at least twice in the first year of teaching. The timing of observations/evaluations is not specified.
Who is responsible for development of the evaluation system?	Districts design systems consistent with state framework and subject to state review and approval.
What measures are required?	Districts design but state promotes model with student growth requirements plus four domains: 1) classroom strategies and behaviors, 2) planning and preparing, 3) reflections on teaching, 4) collegiality and professionalism, in addition to student growth requirements. Growth requirements include state-adopted student growth measures for grades and subjects with state assessment data, district assessments for subjects and grades not covered by state tests, and principal-set targets where no district tests are available. System must include at least one "additional metric" of student performance to have a multi-metric evaluation for teachers in the year before a "milestone event" and parents must have an opportunity for input on teacher performance ratings.
How is student growth factored?	At least 50 percent of the evaluation must be based on data and indicators of student learning growth assessed annually by statewide assessments. The student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least three years. If three years of data are not available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, needs improvement and unsatisfactory. For new teachers who need improvement there is also a "developing" category.
Who is responsible for conducting evaluations?	The individual responsible for supervising the employee must evaluate the employee's performance.
What observation procedures and feedback are specified?	New teachers must be observed at least twice in the first year of teaching. Other teacher must be observed at least once a year.
What are the required uses for evaluation results?	If a teacher receives an unsatisfactory evaluation, the evaluator must make recommendations as to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time. A teacher with unsatisfactory performance is then placed on performance probation for 90 days. During these 90 days, the teacher must be evaluated periodically and apprised of progress achieved, and must be provided assistance and in-service training opportunities to help correct deficiencies. Within 14 days after 90-day period, evaluator re-evaluates to see whether deficiencies have been corrected, and whether teacher should continue employment or be terminated.
What employment consequences are tied to evaluation results?	Beginning July 1, 2011, an annual contract may be awarded to a teacher who has completed a probationary contract, if that teacher (1) has been recommended by the district school superintendent for the annual contract based upon the individual's evaluation, and (2) has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.
What is the state's implementation timeline?	Beginning in the 2011-2012 school year, each school district shall measure student-learning growth using a formula approved by the State Commissioner.

HAWAII

What is the frequency and timing of teacher evaluations?	New State Board rule requires an "annual overall performance rating" for teachers. Currently, the state allows tenured teachers who receive satisfactory ratings to be formally rated every five years. New teachers in Hawaii must be formally evaluated once a year.
Who is responsible for development of the evaluation system?	Current statewide instrument is Professional Evaluation Program for Teachers (PEP-T). New instrument is under development.
What measures are required?	The new evaluation system will have two components, each counting 50%: 1) Teacher Practice, which may include classroom observations, stakeholder surveys and evidence of reflective practice and 2) Student Learning and Growth, which must consist of multiple measures to include statewide assessment and other relevant student learning objectives.
How is student growth factored?	Student learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, marginal and unsatisfactory.
Who is responsible for conducting evaluations?	Principals/evaluators.
What observation procedures and feedback are specified?	Currently, observations may be used but cannot be unannounced. New Board rule will require each teacher to receive two observations per year, one in the fall and one in the spring.
What are the required uses for evaluation results?	To complete their probationary periods, teachers must receive at least two consecutive overall ratings of effective or better.
What employment consequences are tied to evaluation results?	Any probationary teacher with an annual overall rating of "unsatisfactory" must be dismissed. Any rated "marginal" must be given immediate assistance, and then dismissed if not rated "effective" or better the following year. To complete probationary period, teachers must receive at least two consecutive overall ratings of "effective" or better.
What is the state's implementation timeline?	New evaluation system must be implemented by 2013-14 school year.

IDAHO

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. The first portion of the evaluation must be completed by February 1.
Who is responsible for development of the evaluation system?	Districts design systems consistent with state framework and subject to state review and approval.
What measures are required?	In addition to student growth, the state requires four domains to be assessed in evaluations: 1) planning and preparation, 2) learning environment, 3) instruction and use of assessment, and 4) professional responsibilities. The state requires objective measures of student growth, as determined by the board of trustees. Evaluations must include input from parents and guardians of students as a factor.
How is student growth factored?	At least 50 percent of the evaluation shall be based on objective measure(s) of growth in student achievement.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Minimum of two performance levels to address proficient and unsatisfactory. The state offers an example of four categories: unsatisfactory, basic, proficient, and distinguished.
Who is responsible for conducting evaluations?	Administrators; districts must ensure that all administrators responsible for performing evaluations be trained in the district approved evaluation model.
What observation procedures and feedback are specified?	Observations are required but frequency not specified.
What are the required uses for evaluation results?	Not specified. Districts can propose procedures to provide remediation in those instances where remediation is determined to be an appropriate course of action.
What employment consequences are tied to evaluation results?	Not specified. Districts have discretion to propose what actions, if any, the school district plans to take as a result of evaluations.
What is the state's implementation timeline?	By fall 2011, districts are expected to begin full implementation of the teacher evaluation model. By February, 2013 and every February following, the first half of a teacher's evaluation is due. This half of a teacher's evaluation is based on the Charlotte Danielson Framework. By the end of the 2013 school year and subsequent years the second half of a teacher's evaluation is due. This half of a teacher's evaluation is based on student achievement as determined by the local school board as well as parent/guardian input.

ILLINOIS

What is the frequency and timing of teacher evaluations?	The state requires that probationary teachers be evaluated annually and that nonprobationary teachers be evaluated at least once every two years. However, any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating. The timing of evaluations is not specified.
Who is responsible for development of the evaluation system?	State designed teacher evaluation model with district opt-in. Illinois has stipulated that if a district's committee cannot reach an agreement within 180 days, then the district must implement the state's model evaluation plan.
What measures are required?	Components to be determined by September 2012. State law requires that system must consider: the teacher's attendance, planning and instructional methods; classroom management, where relevant; and competency in the subject matter taught.
How is student growth factored?	The state requires that the use of data and indicators of student growth must be "significant" factors in teacher evaluations.
Is student growth the preponderant criterion?	No.
How many and what are the evaluation categories/ratings?	Four performance levels: excellent, proficient, needs improvement and unsatisfactory.
Who is responsible for conducting evaluations?	Evaluators are qualified administrators who complete a pre-qualification program. The program must involve rigorous training and an independent observer's determination that the evaluator's ratings properly align to the requirements established by the State Board.
What observation procedures and feedback are specified?	Personal classroom observations are required but frequency is not specified.
What are the required uses for evaluation results?	Those who receive a rating of "needs improvement" must be placed on professional development plan to address those areas. Those rated "unsatisfactory" must be placed on remediation plan. If teacher does not improve on remediation plan, with a rating equal to or better than "satisfactory" or "proficient," then he/she is subject to dismissal.
What employment consequences are tied to evaluation results?	Teachers will no longer automatically receive tenure after four years in the classroom regardless of performance. Tenure decisions will now be based on performance evaluations by requiring teachers to earn two proficient or excellent ratings in years two through four of probationary period, with a proficient or excellent rating in fourth year. Illinois specifically identifies classroom ineffectiveness as grounds for dismissal. For teachers placed on remediation plans for poor performance who receive a subsequent "unsatisfactory" performance rating within three years, the school district may forego remediation and seek dismissal.
What is the state's implementation timeline?	By September 1, 2012 student growth must be significant factor.

INDIANA

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. Existing regulations state that new teachers (non-permanent and semi-permanent") must be formally evaluated before December 31. If requested by the teacher, an additional evaluation may be scheduled on or before March 1 of the following year.
Who is responsible for development of the evaluation system?	State designed teacher evaluation model with district opt-in.
What measures are required?	In addition to a core professionalism rubric, the state's model rubric includes three domains: purposeful planning, effective instruction and teacher leadership. Student achievement and growth measures based on assessment results from 1) statewide assessments; 2) methods for assessing growth for teachers in areas not measured statewide, including results from locally developed assessments and other tests.
How is student growth factored?	Objective measures of student achievement and growth must "significantly inform" the evaluation.
Is student growth the preponderant criterion?	No.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, improvement necessary and ineffective.
Who is responsible for conducting evaluations?	Individuals with demonstrated records of effective teaching and principal approval to conduct evaluations.
What observation procedures and feedback are specified?	Observations are required but frequency is not specified.
What are the required uses for evaluation results?	Not specified.
What employment consequences are tied to evaluation results?	A contract with an established teacher may be cancelled if the teacher receives two consecutive ineffective ratings or if the teacher receives an ineffective or improvement necessary rating in three years of any five year period. Raises cannot be given to teachers who are not evaluated effective or highly effective. Starting in July 2012, Indiana requires local salary scales to be based upon a combination of factors. Years of teacher experience and content area degrees beyond the requirements for employment may not account for more than 33 percent of the calculation. The remaining calculation is based on results of the teacher evaluation based on a number of factors including teacher performance and student achievement, which should include but not be limited to test results.
What is the state's implementation timeline?	Evaluation plans must be implemented beginning with the 2012-2013 school year.

LOUISIANA	
What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. The timing of the evaluation is not specified.
Who is responsible for development of the evaluation system?	State has a single statewide teacher evaluation system (COMPASS); Districts can apply to the state to use alternate observation tools, which will be approved if they demonstrate adequate alignment with the state tool.
What measures are required?	Half of every educator's evaluation rating centers on the growth their students make over the course of the school year captured by the GO-Index (Growth Outcomes Index). The remaining half, the SITE-Index, is based on traditional evaluation techniques, such as classroom observations. Outcome measures will be based on results from value-added assessment model determined by the State Board for grades where data are available. For grades, subjects and personnel for which value-added data are not available, the state board shall establish growth measures.
How is student growth factored?	The state requires that 50 percent of evaluations be based on evidence of growth in student achievement using a value-added assessment model. In Louisiana, value-added assessment begins by using each student's history of test score in core subjects for up to three years, and critical individual student factors (such as special education disability diagnosis, attendance, discipline history, and free lunch status) to estimate a student's expected level of achievement for the current year. This estimate is derived from each individual student's data, and the data for all other test takers in Louisiana. In order for a student's assessment results to contribute to a value-added assessment for that teacher, the student must: have been enrolled in that school from early fall until testing time; have a prior year of standardized test data; and take the regular state assessments. The assessment compares actual student achievement for eligible students to the predicted achievement to determine if the student has made more, less, or a typical amount of progress. The results for all students in a teacher's assignment are then combined for that teacher.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Two performance levels: Effective and ineffective. While state legislation only identifies two performance categories, state evaluation materials suggest there will be additional categories.
Who is responsible for conducting evaluations?	Evaluators are defined as school principal or vice principal, or respective supervisory level designees.
What observation procedures and feedback are specified?	Observation is required, along with a post-observation conference to discuss commendation and recommendations. Teachers must be provided a copy of the evaluation and the evaluators' data recording forms.
What are the required uses for evaluation results?	Any teacher not deemed effective will be placed in an intensive assistance program and then must be formally re-evaluated. Program must include an expected timeline for achieving objectives, and must not exceed two years. If teacher is still ineffective, then board will initiate termination proceedings.
What employment consequences are tied to evaluation results?	Effective July 1, 2012, a teacher rated highly effective for five out of six years will be granted tenure. All other teachers remain "at-will" employees. Effective beginning 2013-14 school year, a tenured teacher in Louisiana who receives rating of ineffective will lose tenure. If a teacher is rated highly effective for growth but ineffective on their classroom observation, the teacher is entitled to second observation within 30 days. A teacher shall reacquire tenure if ineffective performance is reversed, or if the teacher receives a performance rating of highly effective for five of six years subsequent to the ineffective rating.
What is the state's implementation timeline?	By 2012-13, the state's value-added model will be implemented.

MARYLAND	
What is the frequency and timing of teacher evaluations?	Most teachers must be evaluated annually. Probationary teachers must be formally evaluated at least once a semester. Standard Professional Certificate holders are to be evaluated annually. Advanced Professional Certificate holders must receive an evaluation at least twice during validity period of certificate, with first evaluation occurring during initial year; if teacher receives unsatisfactory rating, he/she must be evaluated at least once annually until receiving a satisfactory rating; if a teacher receives overall satisfactory rating, subsequent annual performance shall be considered satisfactory in the absence of an annual rating. Timing of evaluations is not specified. For school year 2013-2014 only, all tenured teachers will be evaluated to begin a three-year evaluation cycle. In year one, tenured teachers must be evaluated on both professional practice and student growth. Then for years two and three, if rated highly effective or effective in previous years, only student growth is evaluated. All nontenured teachers and teachers rated as ineffective must be evaluated annually on student growth and professional practice.
Who is responsible for development of the evaluation system?	Districts design systems consistent with state framework and subject to state review and approval. If agreement on an LEA evaluation system cannot be reached, Model State Performance Evaluation Criteria are available and must be adopted.
What measures are required?	Evaluation standards focus on student growth and professional practice. State framework on professional practice requires evaluation of 1) planning and preparation, 2) instruction, 3) classroom environment and 4) professional responsibilities. Districts can propose other additional local priorities and measures with state approval such as scholarship, management skills, professional ethics and interpersonal relationships. An existing or newly created single assessment may not be used solely as evidence of student growth. Districts choose measures based on a menu of approved options. If a statewide assessment is available for a teacher, it must be one of the measures used.
How is student growth factored?	Multiple measures of achievement total 50 percent of evaluation. No single measure can account for more than 35 percent.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Three performance levels: highly effective, effective and ineffective.
Who is responsible for conducting evaluations?	Trained evaluator. Classroom observations must be conducted by certificated individuals who have completed training that includes identification of teaching behaviors that result in student growth.
What observation procedures and feedback are specified?	Maryland requires that evaluators conduct at least two observations during the school year. State regulations require that a written observation report must be shared with teacher within a reasonable period of time.
What are the required uses for evaluation results?	An unsatisfactory evaluation must include at least one observation by someone other than the immediate supervisor. Teachers may appeal overall ratings of unsatisfactory; the burden of proof is on teacher.
What employment consequences are tied to evaluation results?	None specified.
What is the state's implementation timeline?	Districts must implement their own evaluations by 2012-13 as a no-fault system that year and put it into full effect during the 2013-14 school year.

MICHIGAN	
What is the frequency and timing of teacher evaluations?	Most teachers must be evaluated annually. If a teacher is rated as highly effective on three consecutive annual year-end evaluations, the school district, intermediate school district or public school academy may choose to conduct a year-end evaluation every other year. Timing of observations/evaluations is not specified.
Who is responsible for development of the evaluation system?	State designed teacher evaluation model is presumptive model for each district in the state although districts are permitted to propose alternative approaches that meet the same standards as the state-designed system.
What measures are required?	Student growth is specified, other standards to be determined by governor's council on educator effectiveness. System may include the following: instructional leadership abilities, teacher and pupil attendance, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback. System must include specific performance goals that will assist in improving effectiveness for the next school year.
How is student growth factored?	For the annual year-end evaluation for the 2013-2014 school year, at least 25 percent of the annual year-end evaluation will be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40 percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50 percent of the annual year-end evaluation will be based on student growth and assessment data.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, minimally effective, and ineffective.
Who is responsible for conducting evaluations?	School administrator or designee.
What observation procedures and feedback are specified?	Multiple observations are required unless the teacher is rated effective or highly effective on two most recent annual evaluations.
What are the required uses for evaluation results?	Teacher must be given "ample opportunities for improvement."
What employment consequences are tied to evaluation results?	Michigan bases tenure on evidence of classroom effectiveness. Michigan's has increased the probationary period for new teachers to five years. The state also articulates that a teacher has not successfully completed this probationary period unless he or she has been rated as effective or highly effective on the three most recent annual performance evaluations. Michigan also identifies classroom ineffectiveness as grounds for dismissal. If a teacher is rated as ineffective on three consecutive annual year-end evaluations, the district shall dismiss the teacher.
What is the state's implementation timeline?	Not later than September 1, 2011, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system.

MINNESOTA	
What is the frequency and timing of teacher evaluations?	Although a new statute specifically articulates an annual evaluation requirement, it also speaks to a three-year professional review cycle that includes the following: 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. It is, therefore, unclear whether what occurs in the years without a summative evaluation will result in an adequate review of teacher performance. Evaluations are to occur three times a year for probationary teachers. The first of the three evaluations for probationary teachers must occur within 90 days of the beginning of teaching services.
Who is responsible for development of the evaluation system?	Districts are responsible for developing evaluations consistent with state framework.
What measures are required?	Only value added or student growth specified by state. Evaluation system must be based on professional teaching standards. Local school board and teacher representatives agree on further detail. System elements must include option for teachers to present a portfolio demonstrating professional growth and teachers' own performance assessments based on student work samples. System must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum.
How is student growth factored?	As a basis for 35 percent of teacher evaluation results school boards must 1) use an agreed upon teacher value-added assessment model for grades and subjects where data are available and 2) establish state or local student growth measures where value-added data are not available.
Is student growth the preponderant criterion?	No.
How many and what are the evaluation categories/ratings?	Not specified.
Who is responsible for conducting evaluations?	State requires trained and qualified evaluators, such as school administrators, to conduct peer reviews and evaluations.
What observation procedures and feedback are specified?	Not specified.
What are the required uses for evaluation results?	Districts must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines.
What employment consequences are tied to evaluation results?	State requires that districts discipline a teacher for not making adequate progress in the teacher improvement process.
What is the state's implementation timeline?	The state department of education must create and publish a teacher evaluation process that complies with the requirements for an annual teacher evaluation and peer review process to be implemented beginning in the 2014-2015 school year and later.

NEVADA

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers.
Who is responsible for development of the evaluation system?	Districts are responsible for developing evaluations consistent with state framework. A copy of the evaluation procedure must be filed with the state.
What measures are required?	State specifies precisely only student achievement requirement. Evaluations must include the following: an evaluation of classroom management skills, a review of lesson plans or grade book, an evaluation of whether the curriculum taught is aligned with standards, and an evaluation of whether the teacher is appropriately addressing the needs of students.
How is student growth factored?	Information on pupil achievement maintained by the automated system of accountability information for the state must account for at least 50 percent of teacher evaluations.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, minimally effective and ineffective.
Who is responsible for conducting evaluations?	Administrators.
What observation procedures and feedback are specified?	For tenured teachers: Observation of not less than 60 minutes per evaluation period is required, with one observation of at least 30 minutes. For probationary teachers: A conference and a written evaluation must be concluded not later than: December 1, February 1, and April 1, of each school year of the probationary period. For probationary teachers: Observation of not less than 60 minutes per evaluation period are required, with one observation of at least 45 minutes. Other teachers must receive a copy of each evaluation within 15 days.
What are the required uses for evaluation results?	Districts are responsible to ensure that a "reasonable effort" is made to correct deficiencies upon the request of a teacher who needs assistance.
What employment consequences are tied to evaluation results?	A probationary teacher who completes a 3-year probationary period and receives a "satisfactory" designation on each performance evaluation for two consecutive years is eligible for post-probation status. Nevada ensures that teacher ineffectiveness is grounds for dismissal. All post-probationary teachers will return to probationary status if they receive two consecutive years of unsatisfactory evaluations. If the board of trustees of a school district determines that a reduction in the existing workforce of the licensed educational personnel in the school district is necessary, the decision to lay off a teacher or an administrator must not be based solely on the seniority of the teacher or administrator and may include, without limitation, a consideration of, among other factors, results of teacher evaluations.
What is the state's implementation timeline?	Commencing with the 2013-2104 school year the policies for evaluations of teachers must be implemented.

NEW YORK

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. Timing of evaluation is not specified.
Who is responsible for development of the evaluation system?	Districts are responsible for developing evaluations consistent with state framework.
What measures are required?	Evaluation system includes statewide student growth measures; locally selected measures of student achievement; teacher observations, school visits and other measures to provide teachers with detailed, structured feedback on professional practice. Menu of state-approved rubrics for assessing New York State Teaching Standards is to be determined. Optional additional element includes structured reviews of student work, portfolios, feedback from students, parents or others using structured surveys and teacher self-reflection.
How is student growth factored?	A total of 40 percent of teacher evaluations is based on student achievement. A total of 20 percent is based on student growth on state assessments or a comparable measure of student achievement growth (increases to 25 percent upon implementation of a value-added growth model); 20 percent is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15 percent upon implementation of a value-added growth model).
Is student growth the preponderant criterion?	No.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, developing and ineffective.
Who is responsible for conducting evaluations?	To the extent practicable, the building principal, or his or her designee, is to be the lead evaluator of a classroom teacher in New York.
What observation procedures and feedback are specified?	Evaluations must include at least one classroom observation, which accounts for half of the 60 percent of evaluation score not included in student achievement measures; frequency is not specified. Based on 2012 legislation, a majority of these 60 points must be based on multiple classroom observations conducted by a principal or other trained administrator. At least one such observation must be unannounced.
What are the required uses for evaluation results?	If a teacher is rated "developing" or "ineffective," the school district is required to develop and implement a teacher or principal improvement plan.
What employment consequences are tied to evaluation results?	New York has a three-year probationary period for new teachers. At the conclusion of this period, the state's policy regarding tenure decisions requires evaluation of the "candidate's effectiveness over the applicable probationary period in contributing to the successful academic performance of his or her students." Tenured teachers and principals with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination through an expedited hearing process.
What is the state's implementation timeline?	New performance evaluation system takes effect for classroom teachers of common branch subjects, English language arts or math in grades 4 through 8 along with their respective building principals. The Department recommended that, to the extent possible, districts begin the process of rolling this system out for the evaluation of all classroom teachers and building principals in the 2011-2012 school year.

OHIO

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. However, the board may elect to evaluate each teacher who receives an accomplished rating once every two school years. Evaluations must be completed by April 1, and teachers must receive written reports by April 10. Also, the board must evaluate each teacher at least twice in any school year in which there is an intent not to re-hire.
Who is responsible for development of the evaluation system?	Districts are responsible for developing evaluations consistent with state framework.
What measures are required?	Ohio Teacher Evaluation System includes, in addition to student academic growth requirements, measures of 1) professional goal-setting, 2) formative assessment of teacher performance and communication and 3) professionalism. Evaluation includes a self-assessment for all evaluation components. Experienced teachers who perform at an "accomplished" level may choose to complete a professional project as part of the annual evaluation.
How is student growth factored?	State requires that 50 percent of evaluations be based on student learning measures that include performance on the statewide achievement tests and the college and work ready assessments, as well as the value-added progress dimension.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: accomplished, proficient, developing and ineffective.
Who is responsible for conducting evaluations?	Each evaluation must be conducted by one or more of the following: (1) A person who holds a license designated for being a superintendent, assistant superintendent, or principal; (2) A person who holds a license designated for being a vocational director or a supervisor; (3) A person designated to conduct evaluations under an agreement providing for peer review entered into by the board and representatives of teachers employed by the board.
What observation procedures and feedback are specified?	Evaluations must include at least two observations. State requires that each teacher be provided with a written report of the results of their evaluations.
What are the required uses for evaluation results?	Each teacher must be provided with a written report of the results of the teacher's evaluation that includes specific recommendations for any improvements needed in the teacher's performance, suggestions for professional development that will enhance future performance in areas that do not meet expected performance levels, and information on how to obtain assistance in making needed improvements.
What employment consequences are tied to evaluation results?	Ohio requires local school boards to include procedures for using evaluation results for the removal of poorly performing teachers.
What is the state's implementation timeline?	Not later than July 1, 2013, districts must adopt evaluation policy based on state framework.

OKLAHOMA

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. Existing regulations stipulate that probationary teachers must be evaluated at least two times per school year, once prior to November 15 and once prior to February 10 of each year.
Who is responsible for development of the evaluation system?	State designed teacher evaluation model with district opt-in (according to September 2011 recommendations posted for public comment).
What measures are required?	In addition to student achievement, the state is considering three framework options for teacher evaluation: Danielson's Framework for Teaching; Marzano's Causal Teacher Evaluation Model, and Tulsa's TLE Observation and Evaluation System. State requires measures of academic growth using multiple years of standardized test data. Where there is no state-mandated testing measure, evaluations must include objective measures including student performance on unit or end-of-year tests and overall school growth.
How is student growth factored?	50 percent of the ratings of teachers are to be based on quantitative components divided as follows: 35 percentage points based on student academic growth using multiple years of standardized test data, as available, and 15 percentage points based on other academic measurements.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Five performance levels: superior, highly effective, effective, needs improvement and ineffective.
Who is responsible for conducting evaluations?	All certified personnel must be evaluated by a principal, assistant principal or other trained certified individual designated by district board.
What observation procedures and feedback are specified?	Evaluations must include "observable and measurable characteristics of personnel and classroom practice" but frequency not specified.
What are the required uses for evaluation results?	All teachers who receive ratings of needs improvement or ineffective must be placed on comprehensive remediation plans and provided with instructional coaching.
What employment consequences are tied to evaluation results?	Tenured teachers rated "ineffective" for two consecutive years will be terminated; those rated as "needs improvement" for three years will be terminated; and those who do not average at least an "effective" rating over a five-year period will be terminated.
What is the state's implementation timeline?	District evaluation policies must be revised by 2013-14 school year to reflect state requirements.

OREGON

What is the frequency and timing of teacher evaluations?	Probationary teachers are required to be evaluated annually. Contract teachers must be evaluated every two years.
Who is responsible for development of the evaluation system?	District-designed system consistent with state framework/criteria.
What measures are required?	The Oregon Framework for Teacher and Administrator Evaluation and Support Systems requires that teacher evaluations include a variety of evidence-based measures from three components: professional practice, professional responsibilities, student learning and growth.
How is student growth factored?	The Framework requires that student learning and growth count as a "significant" factor in teacher evaluations. Measures must include state assessment results along with additional measures of student learning, such as: state, national, international or common district assessments; and other valid and reliable measures of student learning, growth and proficiency, such as formative assessments, end of course tests, performance-based assessments; collections or portfolios of student work.
Is student growth the preponderant criterion?	No.
How many and what are the evaluation categories/ratings?	Four performance levels: Level 1 (lowest) to Level 4 (highest).
Who is responsible for conducting evaluations?	Unclear at this point. Framework refers to "supervisor/evaluator."
What observation procedures and feedback are specified?	Newly adopted framework offers both formal and informal observations with feedback as examples of multiple measures of professional practice. However, it is unclear at this point what will actually be required.
What are the required uses for evaluation results?	By July 1, 2013, a district's evaluation plan must include assurances of: a professional growth and evaluation cycle, with the use of evaluations for personnel decisions; and aligned professional learning opportunities.
What employment consequences are tied to evaluation results?	Not yet articulated in framework.
What is the state's implementation timeline?	By 2014-2015, all LEAs must fully implement local evaluation and support systems.

PENNSYLVANIA

What is the frequency and timing of teacher evaluations?	All teachers in Pennsylvania must be evaluated at least annually. Nonprobationary teachers must be evaluated once a year. New teachers in Pennsylvania must be formally evaluated twice a year. However, the state's policy does not include any guidelines on when these evaluations should occur.
Who is responsible for development of the evaluation system?	The state-designed "Teacher Effectiveness Tool" will be the evaluation tool for the state.
What measures are required?	Pennsylvania requires evaluations to use observation models that are related to student achievement in the following areas: planning and prep, classroom environment, instruction, and professional responsibilities; 50 percent of evaluation must be based on student performance.
How is student growth factored?	Half of the evaluation must be based on multiple measures of student achievement and be comprised of the following: 15 percent on building-level data (must at least include student performance on assessments, value-added assessment system data, grad rates, promotion rates), 15 percent teacher-specific data such as student achievement attributable to specific teacher as measured by student performance on assessments, value-added assessment system data, progress in meeting student goals, and 20 percent elective data, including measures of student achievement that are locally developed. No teacher can be rated needs improvement or failing based solely on student test scores.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: distinguished, proficient, needs improvement, failing. Distinguished and proficient are considered satisfactory. Needs improvement is considered satisfactory, except if teacher gets another needs improvement rating within 10 years—then it is considered unsatisfactory.
Who is responsible for conducting evaluations?	Ratings must be performed by or under the supervision of the chief school administrator, or by an assistant administrator, a supervisor or a principal who has supervision over the teacher.
What observation procedures and feedback are specified?	In the pilot, evidence is collected via formal observations followed by post-observation conferences. Each evaluator must complete one formal observation for each teacher as well as one walkthrough.
What are the required uses for evaluation results?	Not addressed.
What employment consequences are tied to evaluation results?	A teacher may not be dismissed unless provided a completed rating tool under new evaluation policy, "which includes a description based upon classroom observations of deficiencies in practice supported by detailed anecdotal records that justify the unsatisfactory rating."
What is the state's implementation timeline?	Full implementation by 2013-2014.

RHODE ISLAND

What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers.
Who is responsible for development of the evaluation system?	State designed teacher evaluation model is presumptive model for each district in the state although districts are permitted to propose alternative approaches that meet the same standards as the state-designed system.
What measures are required?	State model includes evaluation of 1) student learning, 2) professional practice and 3) professional responsibilities. Student learning will be measured in two ways. Administrators and teachers in each school will work together to set specific, measureable student learning objectives for each grade and subject at the beginning of the year. These student-learning objectives should be standards-based and tailored to reflect the unique learning needs of students in each school. The objectives may be adjusted at the mid-year conference, based on available evidence, to ensure that they remain appropriate. Objectives will be assessed at the end of the year. In addition, starting in school year 2012-2013, teachers who teach reading and mathematics in grades 3 through 7 will receive a score based on the Rhode Island Growth Model--a statistical model that measures how each teacher's students progressed in comparison to students throughout the state with the same score history.
How is student growth factored?	Student learning is predominant component through matrix scoring model.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: highly effective, effective, developing and ineffective.
Who is responsible for conducting evaluations?	In most instances, principals or assistant principals will be evaluators. In some districts and schools, department chairs or other instructional leaders may serve as evaluators. Districts may also choose to use complementary evaluators, who can assist principals in conducting some classroom observations and providing feedback.
What observation procedures and feedback are specified?	Throughout the year, evaluators will observe teachers, both during longer, announced observations and unannounced observations, which may be shorter. A teacher should receive at least four total observations, including both longer, announced and shorter, unannounced observations. Each teacher should receive at least one long, announced observation in the first semester of the year, prior to a mid-year conference. Written feedback should be provided to the teacher within two to three school days of the observation.
What are the required uses for evaluation results?	Teachers who are rated as developing or ineffective at the end of the year will be placed on an Individual Development Plan and will work with an improvement team to assist them with their development over the course of the following year. An improvement team may consist solely of an educator's evaluator, or of multiple people, depending on the educator's needs and the school and district context. The teacher's district will identify personnel actions that may occur if he or she does not adequately improve his or her performance.
What employment consequences are tied to evaluation results?	Rhode Island has discontinued its policy of automatic tenure. Teachers who receive two years of ineffective evaluations will be dismissed. Any teacher with five years of ineffective ratings would not be eligible to have his or her certification renewed by the state. Districts may no longer make teacher assignments based solely on seniority.
What is the state's implementation timeline?	The Rhode Island Model Educator Evaluation System began its gradual implementation statewide in the 2011-2012 school year. During the first year of implementation, ratings were used for development purposes only, and the model was analyzed and improved based on the experience and feedback of teachers. In school year 2012-2013, districts will implement the full version of the Rhode Island model, which incorporates lessons learned from the first year of implementation.

SOUTH DAKOTA¹

What is the frequency and timing of teacher evaluations?	Beginning with the 2014-15 school year, all teachers must be evaluated annually.
Who is responsible for development of the evaluation system?	Each school district seeking state accreditation must adopt the state's model evaluation instrument.
What measures are required?	Teacher evaluations must be based on multiple measures as follows: 50 percent based on quantitative measures of student growth; 50 percent on qualitative, observable characteristics of good teaching and classroom practices. Qualitative measures include drop-ins, parent surveys, student surveys, portfolios, or peer review.
How is student growth factored?	50 percent is based on quantitative measures of student growth -- quantitative data based on performance on validated assessments
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Four performance levels: distinguished, proficient, basic, and unsatisfactory.
Who is responsible for conducting evaluations?	Trained evaluators.
What observation procedures and feedback are specified?	None specified.
What are the required uses for evaluation results?	Evaluations will serve as the basis for programs to increase professional growth and development of certified teachers.
What employment consequences are tied to evaluation results?	Any teacher who has not achieved tenure by July 1, 2016, need not acquire continuing contract status. Districts are not prohibited from choosing to provide continuing contract status beyond this date. A tenured teacher may be dismissed for just cause, which includes a rating of unsatisfactory on two consecutive evaluations.
What is the state's implementation timeline?	The model evaluation instrument must be in place beginning with the 2014-2015 school year.

¹ South Dakota's evaluation bill is subject to repeal by public referendum on November 6, 2012

TENNESSEE



What is the frequency and timing of teacher evaluations?	Annual evaluations are required for all teachers. All teachers on professional licenses will have two observations occurring in each semester. Apprentice teachers will be observed three times in each semester.
Who is responsible for development of the evaluation system?	State designed teacher evaluation model is presumptive model for each district in the state although districts are permitted to propose alternative approaches that meet the same standards as the state-designed system. Districts may apply for State Board approval to use their own instruments.
What measures are required?	In addition to student growth, state uses the TAP rubric, an observation tool that includes 26 indicators of teaching skills focused on 1) planning, 2) environment, 3) professionalism and 4) instruction. Mandatory criteria include review of prior evaluations and classroom observations. Evaluations based on student growth data from the Tennessee Value-Added Assessment System (TVAAS) or other comparable measure of growth.
How is student growth factored?	50 percent of evaluation is based on student achievement, including 35 percent based on student achievement growth and 15 percent based on other achievement measures.
Is student growth the preponderant criterion?	Yes.
How many and what are the evaluation categories/ratings?	Five performance levels: significantly above expectations, above expectations, at expectations, below expectations and significantly below expectations.
Who is responsible for conducting evaluations?	Principals have primary responsibility for evaluations. All observers will be trained directly by expert trainers in four-day training sessions across the state. At the end of the four days, observers will be required to pass a certification test.
What observation procedures and feedback are specified?	All teachers on professional licenses will be observed four times annually, with two observations occurring in each semester and at least half of all observations unannounced. Apprentice teachers will be observed six times annually, three in each semester and at least half unannounced. Conferences are required.
What are the required uses for evaluation results?	Not addressed.
What employment consequences are tied to evaluation results?	<p>The evaluations shall be a factor in employment decisions, including but not necessarily limited to promotion, retention, termination, compensation and the attainment of tenure status. New tenure regulations add a requirement for tenure eligibility that the teacher must have received evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations" as provided in the evaluation guidelines adopted by the State Board of Education, during the last two years of the probationary period.</p> <p>Tennessee explicitly makes teacher ineffectiveness grounds for dismissal. Tennessee specifies that tenured teachers who receive two consecutive years of "below expectations" or "significantly below expectations" performance ratings are returned to probationary status, making them eligible for dismissal.</p>
What is the state's implementation timeline?	The policies shall be implemented prior to the 2011-2012 academic year.



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