EVIDENCE BASED EDUCATION REQUEST DESK

★ **Greensboro**

OUR GOAL

To assist educators and policymakers in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter.
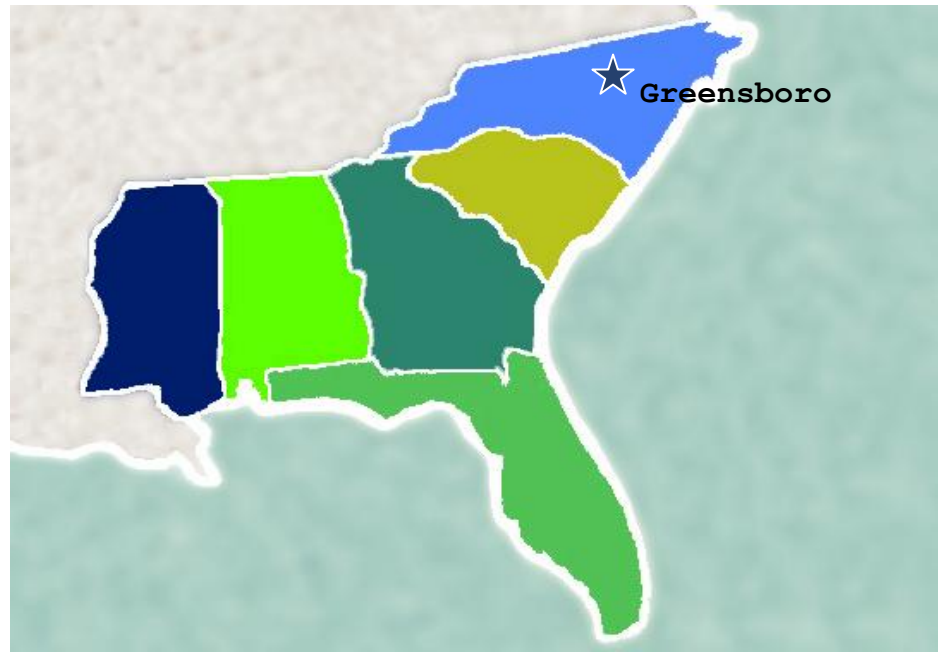
REQUEST:

- How do the six southeastern states incorporate student achievement as a component of their teacher evaluation system (or do they)?

RESPONSE

Summary

Each state uses student achievement as a component of their teacher evaluation. However, the extent to which it is expressed directly or implied in evaluation components varies from state to state. In Alabama, student achievement scores are not used directly to evaluate teacher effectiveness, but the data are used to develop professional development plans. Once evaluations are completed, teachers use the evaluation results and student achievement data to identify areas of weakness and to develop a plan for professional development.

Florida is more explicit in its use of student achievement scores. Rule 6B-4.010 states that annual evaluations of professional performance of all instructional personnel be based primarily on "improved student achievement." In general, statewide standardized assessments are used, or for grades or subjects that are not included in statewide assessments, local assessments may be used.

Georgia's "keys" for teacher quality include a set of five strands (student achievement being one of the five) containing 11 standards with 26 elements. Each element is scored on a four-point scale—not evident, emerging, proficient, and exemplary. Student achievement is heavily

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weighted in the aggregate score and will produce an unsatisfactory total rating if it is scored as "not evident."

The Mississippi evaluation system is used to identify teachers in need of improvement. Components are based on six standards, each with indicators. The majority of the indicators relate to teacher professional practice elements such as instructional planning, delivery of instruction, the learning environment, content knowledge, and communication skills. Student achievement is included in aspects of the indicators including: "uses classroom assessment results and produces evidence of student academic growth" (under 'demonstrates knowledge skills in assessing/facilitating student learning').

Though not as explicit as Florida, North Carolina weaves student achievement and the use of data to understand student learning in many aspects of their evaluation components. There is an emphasis on teachers' ability to use student achievement data to inform practice. For example, Standard 1A *Teachers Lead in their Classrooms*, includes the use of "various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process." In another example, 1B *Teachers Demonstrate Leadership in the School*, states, "They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning."

Finally, South Carolina's ADEPT states the central purpose of the system is to promote teacher quality and increase student achievement. Specifically, student achievement "has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards" (ADEPT System Guidelines, p. 4). Therefore, like most of the states in the southeast, South Carolina has incorporated student achievement as a primary goal and purpose when developing the instructional personnel assessment systems. More information on each state's evaluation systems are found below.

Methodology

REL-SE staff conducted Internet searches and contacted the relevant staff members at the six REL-SE region SEAs.

State Summaries

Alabama

Evaluation Name	The Alabama Professional Education Personnel Evaluation*
Brief Description	*The Alabama Professional Education Personnel Evaluation* (PEPE) program is a process of performance evaluation and professional growth to increase student achievement. *The system is currently being redesigned and will start in the fall 2009, with 2009-2010 as the transition year for special areas. The new system is the Educate Alabama.*
Purpose	Current PEPE results are used to plan professional development that should ultimately lead to increased student achievement. Specifically, the program concentrates on competencies that effective educators are known to possess on performance standards, on results, and on validation of both achievements and teaching behaviors preventing success. Its primary goal is the improvement of teaching and learning; and as such, it seeks to effect growth, collegiality, and assistance as opposed to dismissal or demotion (from http://www.alabamapepe.com/, downloaded May 11, 2009). However, the State Superintendent approved a minimum standard of acceptable performance for educators. This minimum standard may also be accepted by local LEAs to guide decisions on employment and status of educators (Teacher System Evaluation Manual, p. 11).
Administration	The evaluation is usually administered by the principal and/or the assistant principal each year until the teacher reaches tenure. Once tenured, teachers may be placed on a multiyear evaluation cycle, to be decided by the LEA. However, it is recommended they be evaluated every third year.
Developed at SEA/LEA	LEAs are permitted to develop their own system, provided they are aligned to the PEPE competencies, piloted, validated, etc. The locally developed system must also be approved by the State.
Elements/Indicators	The PEPE program is based on criteria developed from studying effective schools. The State developed a hierarchy of competencies, indicators, and definition items on which to evaluate instructional personnel. A combination of self-assessments, observations, interviews, surveys, and/or portfolios are conducted. Many of the instruments use a four-point scale to respond to items (unsatisfactory, needs improvement, areas of strength, demonstrates excellence). 1. Preparation for Instruction • Selects/states long-range goals and short-term measurable objectives

	- Identifies various instruction strategies - Prepares instructional resources for use 2. Presentation of organized instruction - Orients student to lesson - Gives clear directions - Develops the lesson - Provides practice and summarization - Demonstrates knowledge of subject matter and pedagogy 3. Assessment of Student Performance - Monitors student performance - Measures student progress systematically - Provides feedback about student performance - Uses assessment results 4. Classroom Management - Manages class time - Manages student behavior 5. Positive Learning Climate - Involves students in interaction - Communicates high expectations - Expresses positive affect/minimizes negative affect - Maintains physical environment conducive to learning within limitations of facilities provided 6. Communication - Speaks clearly, correctly, and coherently - Writes clearly, correctly, and coherently 7. Professional Development and Leadership - Improves professional knowledge and skills - Takes a leadership role in improving education 8. Performance of Professional Responsibilities - Completes job requirements according to established timelines - Adheres to written local and state board policies and federal laws and regulations - Exhibits professionalism with peers, administrators, parents/guardians - Promotes cooperation with parents/guardians and between school and community These competencies will change to be based on the Quality Teaching standards
Links	PEPE www.alabamapep.com More information for teacher evaluations can be found at the following website (including forms, manuals, etc.) http://www.alabamapepe.com/teacher.htm

	Information on the new system can be found from the attached Power-Point.
Contact Information	Tammy Starnes tstarnes@alsde.edu 334.342.9962

*Alabama is changing their evaluation system in 2010-2011. For reporting purposes the information provided is for the current system, but the new system will also be included when possible.

Florida*

Evaluation Name	Instructional Personnel Assessment Systems
Brief Description	1012.34, Florida Statutes, require that assessment procedures for instructional personnel and school administrators be based on the performance of students assigned to their classrooms or schools, as appropriate. Student performance must be measured by the required state assessments and local assessments for subjects and grade levels not measured by the state.
Purpose	Florida's statute states that (1) a portion of every teacher's pay must be based on student achievement, and (2) school administrators and instructional personnel who demonstrate outstanding performance must be awarded a salary supplement of at least five percent of their individual base salary (see §1012.22(1)(c)2 and 4 & §1012.34(3), Florida Statutes).
Administration	Specific instructional personnel instruments are determined by the district. Who, when, and how often they are administered is based on the instrument and the district plan. Statutes require at least an annual evaluation of teachers.
Developed at SEA/LEA	Districts submit their plans annually to the FLDOE for approval. Principals and/or district staff administer the evaluation annually.
Elements/Indicators	Statutory Requirements for the district system • Provides for performance appraisal to be conducted for each employee annually • Based on current research • Supports school improvement plan • Supports continuous quality improvement • Addresses generic teaching competencies • Determines need for special procedures and criteria for other teaching fields • Provides training in use of assessment system and criteria • Must use data and indicators of improvement in student performance. Student performance must be measured by state assessments and by local assessments for subjects and grade levels not measured by the state assessment program. • Mechanism for parental input, when appropriate • Provides for determination of satisfactory, unsatisfactory rating,

<table>
<tr><td rowspan="2"></td><td>outstanding
Requirements for the individual appraisals:

- Performance of students
- Knowledge of subject matter
- Ability to plan and deliver instruction, including ability to use technology in the classroom
- Ability to evaluate instructional needs
- Ability to maintain appropriate discipline
- Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement
- Other professional competencies and requirements in state board of education rules and local school board policies

The bulk of the evaluation criteria is based on student performance and increasing learning gains (50%). Other elements include:

- Ability to maintain appropriate discipline
- Knowledge of subject matter
- Ability to plan and deliver instruction and use of technology in the classroom
- Ability to evaluate instructional needs
- Ability to establish and maintain a positive relationship with students' families
- Other professional competences, responsibilities, and requirements established by the State Board and policies of the District School Board
- Other local requirements</td></tr>
</table>

Links	Bureau of Educator Recruitment, Development and Retention http://www.fldoe.org/profdev/pa.asp
Contact Information	**Kathryn S. Hebda, Chief** Educator Recruitment, Development, and Retention Turlington Building, Suite 124 325 West Gaines Street Tallahassee, Florida 32399-0400 Phone: (850) 245-0435 Fax: (850) 245-0543 E-Mail: kathy.hebda@fldoe.org

*Florida also has implemented an optional Merit Award Program. Information is below.

Florida's Merit Award Program

Evaluation Name	Merit Award Program for Instructional Personnel and School-based Administrators (Section 1012.224, Florida Statutes)
Brief Description	The Merit Award Program is Florida's performance pay plan or Merit Award Program, for teachers and school-based administrative personnel. Districts opt to participate in the legislative-funded program to receive

	state funding for implementing performance pay plans to reward high-performing personnel. Participating districts submit an annual plan for the Department's approval. In the plan, teachers are provided a bonus for no less than 5% and no more than 10% of the district's average teacher salary.
Purpose	Evaluations are used to provide a participating district's instructional and school-based administrative personnel with annual bonuses.
Administration	Specific instructional personnel instruments are determined by the district. Who, when, and how often they are administered is based on the instrument and the district plan. Statutes require at least an annual evaluation of teachers. The Florida Department of Education provides technical assistance upon request.
Developed at SEA/LEA	Merit Aware Program plans are developed by the district and approved by the FLDOE.
Elements/Indicators	Final calculation of bonus awards includes a student performance component that is weighted no less than 60% of the calculation and is based on the performance of students that are assigned to each staff member's classroom or to each administrator's school. Student performance may be measured by statewide standardized tests, or for subjects and grades that are not measured by the statewide assessment program, by national, state, or district-determined testing instruments that measure the Sunshine State Standards, curriculum frameworks, or course descriptions for the content area assigned and grade level taught. A professional practice component must also be included that is weighted no more than 40%, and includes: • Use of appropriate discipline • Outstanding knowledge of subject matter with the ability to plan and deliver high-quality instruction and the use of technology in the classroom • Ability to use diagnostic and assessment data to design and to implement differentiated instruction strategies to meet individual student needs for remediation or acceleration • Ability to establish and maintain a positive collaborative relationship with students' families for purposes of increasing student achievement • Florida Educator Accomplished Practices and any other professional competencies, responsibilities, and requirements For school-based administrators • Ability to manage human, financial, and material resources so as to maximize the share of resources used for district instruction (as opposed to overhead and other purposes) • Ability to receive and retain high-performing teachers
Links	Florida Statute 1012.225, the Merit Award Program https://www.fldoe.org/board/meetings/2008_04_15/Section%201012%20 0225.pdf

	Question and Answer www.fldoe.org/performancepay
Contact Information	Kathryn S. Hebda, Chief Educator Recruitment, Development, and Retention Turlington Building, Suite 124 325 West Gaines Street Tallahassee, Florida 32399-0400 Phone: (850) 245-0435 Fax: (850) 245-0543 E-Mail: kathy.hebda@fldoe.org

Georgia

Evaluation Name	*CLASS Keys* (CLassroom Analysis of State Standards) is organized into five (5) strands or "keys" to teacher quality. .
Brief Description	A total of 26 elements plus student achievement are rubrics based for formative evaluation and scoring. In addition, the Georgia Teacher Duties and Responsibilities (GTDR) are included in the process.
Purpose	The CLASS Keys is designed to evaluate teacher performance, promote professional growth, and positively impact student learning through a standards-based evaluation system.
Administration	Data are collected each year for a yearlong evaluation and professional growth-planning process for all teachers. The administrator is responsible for conducting the evaluation.
Developed at SEA/LEA	The teacher evaluation system was developed at the state level with advisement from key organizations and school- and system-based teachers and leaders.
Elements/Indicators	The CLASS Keys Teacher Evaluation System is a set of standards organized into five (5) strands or "keys" to teacher quality, including 11 standards with 26 elements, plus student achievement. Each element is scored on a four-point scale (not evident, emerging, proficient, and exemplary). This continuum is used to describe a teacher's performance on specific elements. 1. Curriculum and Planning • The teacher makes decisions about planning that demonstrate a deep understanding of content knowledge, pedagogy, and Georgia Performance Standards (GPS) implementation. • The teacher uses appropriate tools and strategies for planning that will help all learners master the GPS and meet district expectations for learning. 2. Standards-based Instruction • The teacher consistently uses research-based practices in the classroom.

	• The teacher challenges all learners to achieve all levels of learning as defined by GPS.
	3. Assessment of Student Learning
	• The teacher uses a variety of effective and balanced assessment techniques that are systematically implemented.
	• The teacher analyzes assessment and evaluation data to plan for continuous improvement for each student and for subgroups of students.
	4. Professionalism
	• The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.
	• The teacher promotes the active and sustained involvement of students, families, and the community in order to reinforce the continuous improvement of all students.
	• The teacher takes responsibility for professional growth in order to support high levels of learning for all students.
	• The teacher shares in the responsibility for the continuous improvement of the school.
	5. Student Achievement
	• The teacher has a positive impact on student learning and academic achievement.
Links	Education Support and Improvement – Teacher Quality http://www.doe.k12.ga.us/tss_teacher.aspx
Contact Information	Veta New, Ph.D. Director, Division of Teacher and Leader Quality 1854 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334 (404) 463-5845 (404) 657-0546 vnew@doe.k12.ga.us

Mississippi

Evaluation Name	The Mississippi Personnel Appraisal System
Brief Description	The Mississippi Personnel Appraisal System has been developed to evaluate teacher performance based on the Mississippi Teacher Performance Standards. These standards are defined by a series of indicators, which, in turn, are defined by a series of definition items. Together, these three levels of appraisal criteria form the basis for measuring performance (p. *ii*, Mississippi Teacher Appraisal Manual). Based on the standard, information is collected from a structured interview, observations, and/or documents/artifacts.
Purpose	Overall, the system is used to evaluate teachers and identify those teachers in need of improvement. The lower-performing teachers are placed

	into a professional development plan.
Administration	Mississippi teachers are not tenured so every teacher is evaluated annually by the principal, assistance principal, or a representative from central office. The person administering the evaluation must hold administrative service certification.
Developed at SEA/LEA	The system has been developed by the State, but local education systems may implement their own evaluation provided it has been approved by the local school board and the SEA.
Elements/Indicators	There are indicators for each of the six standards. Each standard gets a score, based on findings from each indicator: A. Plans Instruction Consistent with State Standards to Facilitate High Levels of Learning for All Students - Plans units of instruction that are aligned with state standards and curriculum frameworks - Plans instruction to address individual differences in learners B. Delivers Instruction that Facilitates High Levels of Learning for All Students - Demonstrates deep knowledge of content - Actively engages students in the learning process - Uses principles of effective teaching C. Organizes and Manages the Learning Environment and Maintains Student Behavior that is Conducive to Learning - Maintains an environment and climate conducive to learning - Maximizes time available for instruction - Manages student behavior to provide productive learning opportunities for all D. Demonstrates Knowledge and Skill in Assessing/Facilitating Student Learning - Plans and implements systematic assessments - Considers state content standards and assessments when planning classroom assessments - Uses classroom assessment results - Produces evidence of student academic growth under his/her instruction E. Communicates Effectively with Students, Peers, and Parents/Guardians - Speaks clearly, correctly, and coherently - Writes clearly, correctly, and coherently - Establishes effective communication processes F. Committed to Continual Professional Growth and School Improvement - Engages in continuous professional development - Takes an active role in school improvement
Links	Office of Student Achievement and Growth http://www.mde.k12.ms.us/sag/

Contact Information	**Pallascene Cole** **Director of the Office of Student Achievement and Growth** **601-359-3078** pcole@mde.k12.ms.us

North Carolina

Evaluation Name	North Carolina Teacher Evaluation System
Brief Description	The process involves an orientation, teacher self-assessment, pre-observation conference, observation(s), post-observation conference, summary of evaluation and scoring, professional develop plans, and monitoring.
Purpose	The NC Teacher Evaluation System serves the following purposes: • Serve as a measurement of performance for individual teachers • Serve as a guide for teachers as they reflect upon and improve their effectiveness • Serve as the basis for instructional improvement • Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers • Guide professional development programs for teachers • Serve as a tool in developing coaching and mentoring programs for teachers • Enhance the implementation of the approved curriculum • Inform higher education institutions as they develop the content and requirements for teacher-training programs.
Administration	The principal and/or the assistant principal administer the teacher evaluation. Those teachers on probationary status, coming from a different state, or lateral entry educators (i.e., not career-status license) are observed three times by the administration and once by a peer for a total of four observations each year for four years. Career teaches, by statute, are evaluated according to yearly plan or as designated by the LEA. Most LEAS have a rotation system (for example, three observations every 3-5 years) using the State-developed instruments. Though the LEA may not conduct the full evaluation for career teachers, each teacher is required to do the self-assessment and develop a professional development plan.
Developed at SEA/LEA	In 2007, the State Board adopted new standards, and the current system was first implemented in 2008 in 13 of the 115 LEAs. Now any evaluation instrument an LEA uses must be based on the new standards. Although local districts may develop evaluations that are properly validated and aligned to the new standards, they are encouraged to use the State instruments and system.
Elements/Indicators	There are five standards with elements under each. Teachers are eva-

luated on a five-point scale (developing, proficient, accomplished, distinguished, and not demonstrated).

1. Teachers demonstrate leadership
   - Teachers lead in their classroom
   - Teachers demonstrate leadership in the school
   - Teachers lead the teaching profession
   - Teachers advocate for schools and students
   - Teachers demonstrate high ethical standards
2. Teachers establish a respectful environment for a diverse population of students
   - Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
   - Teachers embrace diversity in the school community and in the world
   - Teachers treat students as individuals
   - Teachers adapt their teaching for the benefit of students with special needs
   - Teachers work collaboratively with the families and significant adults in the lives of their students
3. Teachers know the content the teach
   - Teachers align their instruction with the *North Carolina Course of Study*
   - Teachers know the content appropriate to their teaching specialty
   - Teachers recognize the interconnectedness of content areas/discipline
   - Teachers make instruction relevant to students
4. Teachers facilitate learning for their students
   - Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
   - Teachers plan instruction appropriate for their students
   - Teachers use a variety of instructional methods
   - Teachers integrate and utilize technology in their instruction
   - Teachers help students develop critical-thinking and problem-solving skills
   - Teachers help students work in teams and develop leadership qualities
   - Teachers communicate effectively
   - Teachers use a variety of methods to assess what each student has learned
5. Teachers reflect on their practice
   - Teachers analyze student learning
   - Teachers link professional growth to their professional goals
   - Teachers function effectively in a complex, dynamic environment

Links	For more information, visit the website
	www.ncptsc.org
Contact Informa-tion	Carolyn McKinney
	Executive Director
	NC Professional Teaching Standards Commission
	919.807.3424
	kmckinney@dpi.state.nc.us

South Carolina

Evaluation Name	Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
Brief Description	Assisting, Developing, and Evaluating Professional Teaching (ADEPT) is South Carolina's teacher quality initiative. There are four phases of its use. Phase One – Focuses on the early stages of a teacher's development. The ADEPT standards are part of the requirements for college and university teacher education programs and assist future teachers in developing the knowledge, skills, and dispositions needed to be successful. Phase Two – New teachers receive assistance to promote their transition into professional practice. Evaluation is formative and focuses on enhancing strengths and improving weaknesses. Phase Three – Evaluation is formal in nature and used for high-stakes, consequential decisions based on the teacher's performance. Phase Four – Assessment returns to a focus on professional development but with the teacher taking responsibility for his/her growth. Professional development, based on evaluation results, is self-directed and goals-based.
Purpose	In phase one, it is used to assist future teachers as they develop the skills they need to be classroom teachers; in phase two it is used to promote their transition to practice through professional development; phase three is used to make high-stakes decisions; and in phase four, the evaluation is used to guide teachers as they develop their own professional develop-ment plans.
Administration	Assessment results are reported annually. End-of-the-year ADEPT re-sults ("met" or "not met") are reported for all teachers at every contract level: induction, annual, and continuing.
Developed at SEA/LEA	All school districts in South Carolina are required to use the ADEPT sys-tem. ADEPT relates to the state standards and guidelines for supporting beginning (induction) teachers, evaluating teachers at critical decision points, and ensuring continuous professional growth and development for experienced teachers.

	All processes and evaluation models must be reviewed by the State Department of Education (SDE) and approved by the State Board of Education, based on the specifications set forth in the ADEPT regulation (R 43-205.1). Current state-approved formal evaluation models under the ADEPT system include TEAM, STEP, FEAT, TAP, and PAS-T, among others (from www.scteachers.org/Adept/adeptFAQ.cfm, retrieved, May 12, 2009.
Elements/Indicators	There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career, and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists; p. 3, ADEPT System Guidelines). A complete list of key elements under each domain and area can be found in the Guidelines. Domain 1: Planning • Long-range planning • Short-range planning of instruction • Planning assessments and using data Domain 2: Instruction • Establishing and maintaining high expectations for learners • Using instruction strategies to facilitate learning • Providing content for learners • Monitoring, assessing, and enhancing learning Domain 3: Classroom Environment • Maintaining an environment that promotes learning • Managing the classroom Domain 4: Professionalism • Fulfilling professional responsibilities
Links	For more information on ADEPT, visit the website http://www.scteachers.org/Adept/
Contact Information	Kathy Meeks ADEPT Coordinator Tel: 803-734-4067 Fax: 803-734-4967 E-mail: kmeeks@scteachers.org

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