

MEMORANDUM



SCAN OF STATEWIDE TEACHER EVALUATION SYSTEMS

August 12, 2014

“What are the different components included in states’ teacher evaluation systems?”

The contents of this memorandum present the results of the most recent scan of state teacher evaluation systems.

Components of states’ systems have been categorized into the following:

- **Student Achievement:** Includes measures based on student assessment or other classroom-based performance
 - Proficiency/status, growth, student learning objectives, individual value-added
 - Where not specifically broken out, school- and/or district-level achievement data are included
- **Instructional Practice:** Includes measures based on instruction-based teacher activity/performance
 - Observation data, portfolios, lesson planning, learning environment, student feedback, self-assessment
- **Professional Practice:** Includes measures reflective of teacher activity/performance related to school- and community-based professional responsibilities
 - Professional (non-instructional) standards, peer/parent/student feedback, leadership, self-assessment

Percentage weightings have been listed where they are specifically defined by the state.

While this memorandum represents the most recent information from states, it is meant to be used as a general summation of states’ current systems, and not as a definitive report on any one individual state.

State	Teacher Evaluation Components
Alabama	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional/Professional Practice
Alaska	<p>2015–17:</p> <ul style="list-style-type: none"> ▪ Student Achievement: 20% ▪ Professional Practice: 80% <p>2017–18:</p> <ul style="list-style-type: none"> ▪ Student Achievement: 35% ▪ Professional Practice: 65% <p>2018–19:</p> <ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Professional Practice: 50%
Arizona	<ul style="list-style-type: none"> ▪ Student Achievement: 33–50% ▪ Instructional/Professional Practice: 50–67% ▪ School-Level and/or System-Level Data (optional): 17%
Arkansas	<ul style="list-style-type: none"> ▪ Instructional Practice: 75% ▪ Professional Practice: 25%
California	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional/Professional Practice
Colorado	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 50%
Connecticut	<ul style="list-style-type: none"> ▪ Student Achievement: 45% ▪ Instructional/Professional Practice: 40% ▪ Peer/Parent Feedback: 10% ▪ Student Feedback or Schoolwide Student Learning Indicators: 5%
Delaware	<ul style="list-style-type: none"> ▪ Student Achievement: 20% ▪ Instructional Practice: 60% ▪ Professional Practice: 20%
Florida	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Professional Practice: 50%
Georgia	<p><u>Tested grades/subjects:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional/Professional Practice: 40% ▪ Student Surveys: 10% <p><u>Non-tested grades/subjects:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 30% ▪ Instructional/Professional Practice: 60% ▪ Student Surveys: 10%

State	Teacher Evaluation Components
Hawaii	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Professional Practice: 50%
Idaho	<ul style="list-style-type: none"> ▪ Student Achievement: at least 50% ▪ Parental Input and Observation of Teacher Practice
Illinois	<ul style="list-style-type: none"> ▪ Student Achievement: at least 25% ▪ Instructional Practice <p>Beginning in 2015–16:</p> <ul style="list-style-type: none"> ▪ Student Achievement: 30% <p>Model teacher evaluation—student growth is worth 50%</p>
Indiana	<p><u>For teachers with half or more growth-model classes:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 45% ▪ Schoolwide Learning Measure: 5% ▪ Instructional/Professional Practice: 50% <p><u>For teachers with less than half growth-model classes:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 35% ▪ Schoolwide Learning Measure: 5% ▪ Instructional/Professional Practice: 60% <p><u>For teachers with no growth-model classes:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 20% ▪ Schoolwide Learning Measure: 5% ▪ Instructional/Professional Practice: 75%
Iowa	<ul style="list-style-type: none"> ▪ Instructional Practice ▪ Professional Practice
Kansas	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional Practice ▪ Professional Practice
Kentucky	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional Practice ▪ Professional Practice ▪ Student/Parent/Peer Feedback
Louisiana	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 50%
Maine	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional/Professional Practice
Maryland	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional/Professional Practice: 50%
Massachusetts	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional Practice

State	Teacher Evaluation Components
Michigan	Beginning in 2015–16: <ul style="list-style-type: none"> ▪ Student Achievement: “significant part” to increase to 50% ▪ Instructional Practice: 50%
Minnesota	<ul style="list-style-type: none"> ▪ Student Achievement: 35% ▪ Student Engagement ▪ Instructional Practice
Mississippi	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 30% ▪ Professional Practice: 20%
Missouri	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Professional Practice
Montana	<ul style="list-style-type: none"> ▪ Instructional Practice ▪ Professional Practice
Nebraska	<ul style="list-style-type: none"> ▪ Instructional Practice ▪ Professional Practice
Nevada	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional/Professional Practice: 50%
New Hampshire	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Professional Practice <p>Title I schools must base at least 20% of teacher evaluations on student growth</p>
New Jersey	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 50%
New Mexico	<p><u>Tested grades/subjects:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 75% ▪ Instructional Practice: 25% <p><u>Non-tested grades/subjects:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 25% ▪ School's A–F School Grade: 25%
New York	<ul style="list-style-type: none"> ▪ Student Achievement: 40% ▪ Instructional Practice: 60%
North Carolina	<ul style="list-style-type: none"> ▪ Student Achievement (Included as of 2014–15) ▪ Instructional Practice ▪ Professional Practice
North Dakota	<ul style="list-style-type: none"> ▪ Student Achievement: “significant factor” ▪ Instructional/Professional Practice

State	Teacher Evaluation Components
Ohio	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional/Professional Practice: 50%
Oklahoma	<ul style="list-style-type: none"> ▪ Student Achievement: 35% ▪ Other Student Outcomes: 15% ▪ Instructional Practice: 50%
Oregon	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional Practice ▪ Professional Practice
Pennsylvania	<p><u>Tested and non-tested grades/subjects:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 50% <p><u>Specialists/other professionals:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 20% ▪ Instructional Practice: 80%
Rhode Island	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional Practice ▪ Professional Practice
South Carolina	<ul style="list-style-type: none"> ▪ Student Achievement: "significant factor" ▪ Instructional/Professional Practice
South Dakota	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 50%
Tennessee	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 50%
Texas	<ul style="list-style-type: none"> ▪ Student Achievement: "significant factor" ▪ Instructional Practice ▪ Professional Practice
Utah	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional/Professional Practice ▪ Parent/Student Feedback ▪ Other District Measures
Vermont	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional Practice ▪ Professional Practice
Virginia	<ul style="list-style-type: none"> ▪ Student Achievement: 40% ▪ Instructional Practice: 50% ▪ Professional Practice: 10%

State	Teacher Evaluation Components
Washington, DC	<p><u>Tested grades/subjects:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 40% ▪ Professional Practice: 10% <p><u>Untested grades/subjects:</u></p> <ul style="list-style-type: none"> ▪ Student Achievement: 15% ▪ Instructional Practice: 75% ▪ Professional Practice: 10%
Washington	<ul style="list-style-type: none"> ▪ Student Achievement ▪ Instructional Practice ▪ Professional Practice
West Virginia	<ul style="list-style-type: none"> ▪ Instructional Practice: 80% ▪ Student Achievement: 20%
Wisconsin	<ul style="list-style-type: none"> ▪ Student Achievement: 50% ▪ Instructional Practice: 50%
Wyoming	<p>Beginning in 2014–15:</p> <ul style="list-style-type: none"> ▪ Student Achievement: 20% ▪ Instructional/Professional Practice: 80%