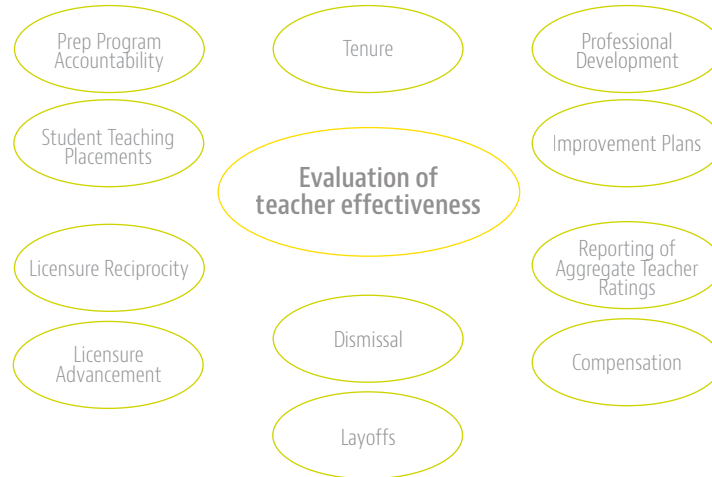




## Is **North Dakota** using evaluations of teacher effectiveness to inform policy and practice?



| POLICY AREA                                   | Is state connecting this policy area to teacher evaluation/ effectiveness? | Recommendation for State Action  |
|---|--|--|
| Evaluation of Teacher Effectiveness           | <b>No</b>  | Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom. |
| Tenure  | <b>No</b>  | Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.  |
| Professional Development                      | <b>No</b>  | Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.   |
| Improvement Plans                             | <b>No</b>  | Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.   |
| Public Reporting of Aggregate Teacher Ratings | <b>No</b>  | Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.   |
| Compensation                                  | <b>No</b>  | Develop compensation structures that recognize teachers for their effectiveness.   |
| Dismissal                                     | <b>No</b>  | Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.  |
| Layoffs                                       | <b>No</b>  | Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.   |
| Licensure Advancement                         | <b>No</b>  | Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.  |
| Licensure Reciprocity                         | <b>No</b>  | Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.               |
| Student Teaching Placements                   | <b>No</b>  | Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.   |
| Prep Program Accountability                   | <b>No</b>  | Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.  |