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*State*  2015  
OF THE

 STATES

*Evaluating*

Teaching, Leading  
AND Learning





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## **About NCTQ**

The National Council on Teacher Quality is a non-partisan research and policy organization working to ensure that every child has an effective teacher.

NCTQ is available to work with individual states to improve teacher policies. For more information, please contact Sandi Jacobs at [sjacobs@nctq.org](mailto:sjacobs@nctq.org) or 202-393-0020.



# *State* OF THE STATES **2015**

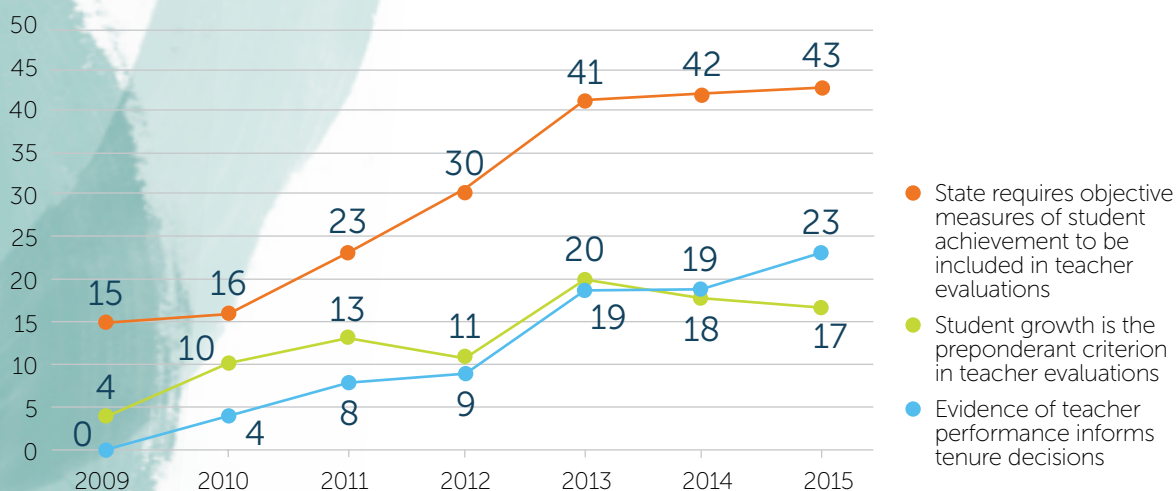
## *Evaluating* Teaching, Leading and Learning

### EXECUTIVE SUMMARY

We are at a crossroads in implementing measures of educator effectiveness in K-12 classrooms. While the vast majority of states require student growth and achievement to be factored into teacher and principal evaluations, most states and school districts are now grappling with the practical realities of implementing these policies.

In this report, the National Council on Teacher Quality (NCTQ) presents the most comprehensive and up-to-date policy trends on how states are evaluating teachers. The report also breaks new ground by providing a look at the policy landscape on principal effectiveness. Finally, NCTQ continues to examine state efforts to connect the dots – that is, use the results of evaluations to better inform practice and make decisions of consequence for teachers in the 50 states and the District of Columbia.

Figure A. Teacher effectiveness state policy trends (2009-2015)









- 17 states include growth as the preponderant criterion in teacher evaluations, up from only four states in 2009. An additional 18 states include growth measures as a “significant” criterion in teacher evaluations.<sup>1</sup>
- 23 states require that evidence of teacher performance be used in tenure decisions. No state had such a policy in 2009. And the majority of states (28) now articulate that ineffectiveness is grounds for teacher dismissal.

**There is a troubling pattern emerging across states with a track record of implementing new performance-based teacher evaluation systems. The vast majority of teachers – almost all – are identified as effective or highly effective.**

The critique of old evaluation systems was that the performance of 99 percent of teachers was rated satisfactory, regardless of student achievement. Some policymakers and reformers have naively assumed that because states and districts have adopted new evaluations, evaluation results will inevitably look much different. But that assumption continues to be proven incorrect. We think there are several factors contributing to the lack of differentiation of performance:

- Few states use multiple observations or multiple observers. In 11 states, multiple annual observations are required as part of all teacher evaluations. Another 27 states require multiple observations as part of some teacher evaluations. However, just four states – **Iowa, New Jersey, North Carolina** and **South Carolina** – require multiple evaluators.
- The use of student learning objectives/outcomes (SLOs) isn’t helping differentiate teacher performance. In 2015, 22 states require or allow the use of SLOs as measures of student growth for teacher evaluations. Nearly half the states that require SLOs (six of 14) require just one SLO and only nine of the 22 states that require or allow SLOs also require that the learning objectives are reviewed and approved.

**The simultaneous implementation of new college- and career-readiness assessments and teacher evaluations has been a significant challenge for states, but it shouldn’t become a roadblock.**

Implementing policies to hold teachers more accountable for results with students is a political challenge even under the best of circumstances. Adding to the challenge is that the unfortunate collision in timing of Common Core and similar standards and teacher evaluation policy has made allies of teacher unions and anti-testing crusaders who may have very different motives for protesting new college- and career-readiness assessments.

States clearly need to be sensitive to changes in testing regimes as they implement teacher evaluations. But there’s also a real downside for states that indulge critics by delaying implementation, adopting hold harmless policies or reducing the weight of student achievement in evaluations. These short-term public relations solutions reinforce the idea that there are a lot of immediate punitive consequences coming for teachers when performance-based evaluations are fully implemented, which is simply not the case. And they undermine the real purpose of these new evaluation systems: to provide teachers with the feedback they need to continue to grow and develop as professionals.

1 At the time of publication, Michigan’s governor was presented with legislation that, if signed, will result in growth being a significant, rather than preponderant, criterion in teacher evaluations. The number of states requiring student growth as the preponderant criterion would then be 16, and the number requiring it as a significant criterion would be 19.

## Key Findings on Principal Evaluation

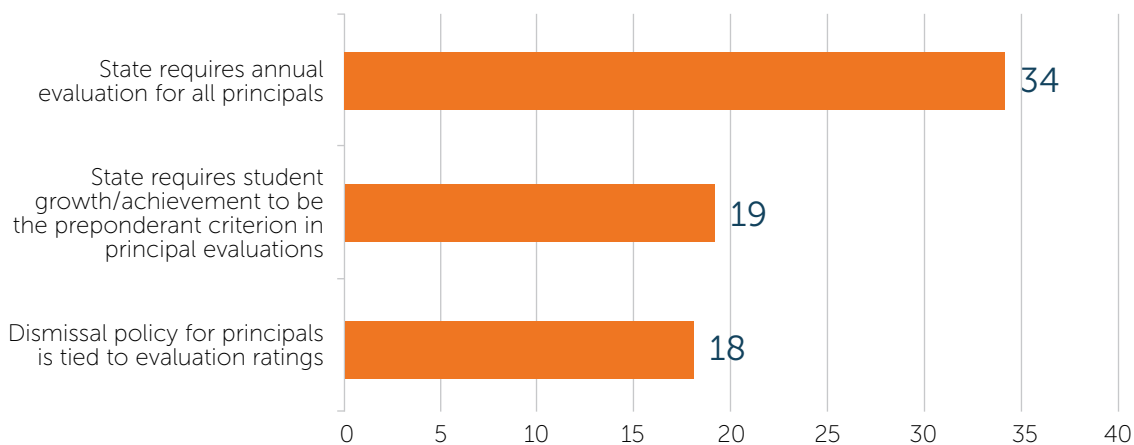
Over the last five years, almost every state that redesigned its teacher evaluations also put policy on the books to reform principal evaluations. It makes perfect sense. If classroom teachers are going to be held accountable for the performance of the students they teach, so too should school leaders be evaluated based on the academic growth of the students in their schools.

### In most states, principal evaluation is included under the same umbrella as teachers in evaluation law, regulations and policy.

This may be purposeful design to align policies but may also indicate that principal evaluation is an afterthought.

- 34 states require annual evaluations for all principals.
- 19 states require student achievement/growth to be the preponderant criterion in principal evaluations; 14 additional states require student growth to be significant in principal ratings.
- 11 states have evaluation systems for principals that are exactly the same as the requirements for teachers; 29 states have articulated principal evaluations that are discussed separately from teacher evaluations but the two policies appear to be virtually identical.

Figure C. State of the states: Principal evaluation policy



When it comes to state implementation of principal effectiveness policies, weaknesses become clearer. Almost no state in the nation clearly articulates that principals, who have primary responsibility for teacher evaluations, should be themselves evaluated on the quality and effectiveness of the teacher evaluation process in their schools. Only **New Jersey** stands out on this front, explicitly requiring that principals are rated on fulfilling their duties implementing teacher evaluations. Moreover:

- Principal evaluation policies in 22 states do not specify who is responsible for conducting evaluations of principal effectiveness.



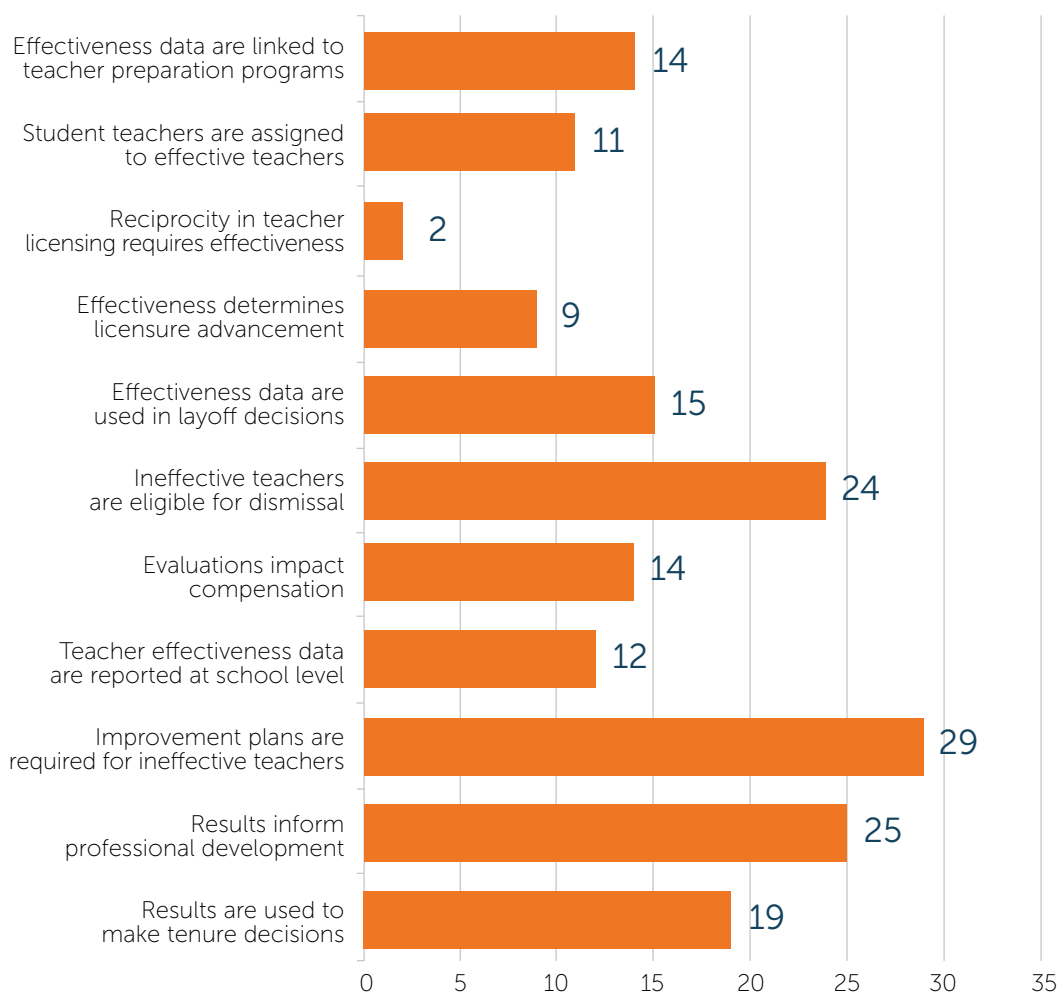
- Observations, which are a staple of teacher evaluations (required in 48 states), are explicitly required for principal evaluation in just 27 states. Among those states, only **Illinois, Indiana** and **Louisiana** specify that principals must have multiple observations.
- While 43 states require evaluators to receive training to conduct teacher evaluations, only 27 states require principal evaluators to receive training, and only nine states require principal evaluators to be certified (compared to 17 states for teacher evaluation).

## Connecting the Dots

**The real power in performance-based evaluations lies in using teacher ratings to recognize and encourage effective instruction as well as prepare and value highly effective teachers.**

**Delaware, Florida** and **Louisiana** lead the nation when it comes to connecting the dots. Each state uses evaluations of teacher effectiveness in policies of consequence for teacher training, professional development, improvement planning, compensation and accountability.

Figure D. Connecting the dots:  
Among the 35 states with evaluations of teacher effectiveness in place:



**While there has been some good progress on connecting the dots in the states, unless pay scales change, evaluation is only going to be a feedback tool when it could be so much more.**

Too few states are willing to take on the issue of teacher pay and lift the teaching profession by rewarding excellence. In 2015, just seven states – **Florida, Hawaii, Indiana, Louisiana, Michigan, Nevada** and **Utah** – directly tie teacher compensation to teacher evaluation results. These states now require that districts build performance into salary schedules, moving away from bonus structures that teachers know may be subject to budget constraints and competing priorities.

## Looking Ahead

NCTQ has been tracking teacher policy for a decade. Over that time, no policy has seen such dramatic transformation as teacher evaluation. It hasn't been an easy road for states – but it is a critically important path for the teaching profession. States and districts will need to continue to improve and refine their teacher evaluation systems. There will be tradeoffs in evaluation design at every fork in the road. As we look ahead, NCTQ shares some recommendations on the road before us.

- *Not all policy created under the guise of “effectiveness” is good policy.* Some states seem to have gone too far in the name of effectiveness and in the end have simply made policy that does not support teachers or students.
- *States must align principal and teacher evaluations.* Our review of the principal evaluation landscape makes it clear that these systems are often an afterthought to state efforts to build and implement a teacher evaluation process.
- *It is important to accentuate the positive.* Much of state action towards putting the brakes on evaluation consequences heightens the perception that teacher evaluation is an ominous enterprise aimed at punishing teachers when in fact there is a great deal to be gained from performance-based evaluation if used to raise the profession and the skills of all teachers.
- *Don't forget why student assessment is so important.* In an atmosphere where there is little to no appetite for standardized testing, we've forgotten that it wasn't long ago that parents had little information on how their children performed and schools had no accountability for ensuring that students learned.
- *Incentives are a stronger lever for change than force when it comes to teacher effectiveness policy.* There is little question, looking at the evaluation policy landscape today, that incentives are a better strategy than force. The field has achieved much more by providing resources to states willing, able and ready to engage in teacher effectiveness reforms than by twisting the arms of unwilling states to adopt effectiveness policies.





# *State* OF THE STATES 2015

## *Evaluating* Teaching, Leading and Learning

### Introduction

We are at a crossroads in implementing measures of educator effectiveness in K-12 classrooms. While the vast majority of states require student growth and achievement to be factored into teacher and principal evaluations, most states and school districts are now grappling with the practical realities of implementing these policies.

By exactly what measures should teachers and leaders be judged effective and how should performance evaluation results be used to inform policy and practice?

It is only in the past five or six years that policymakers in most states have taken this question seriously, embracing the idea that teacher and leader effectiveness ought to be judged, in large part, by how well students learn. In 2009, only 15 states in some way (even if only nominally) considered student outcomes in teacher evaluations. Six years later, 43 states now require that student growth and achievement be considered in teacher evaluations, and in 17 states, student outcomes are required to be the preponderant criterion for reviews of teacher performance.<sup>1</sup>

Despite this sea change in state policy, current sentiment seems to be that teacher evaluation is a fledgling enterprise. Scratching beneath the surface of the overall state trends there does indeed emerge a more complicated picture of transition from policy to practice. But it is hasty for critics to call these adjustments an unraveling of performance-based teacher evaluation policy.

**In 2015, 43 states require that student growth and achievement be considered in teacher evaluations. In 18 of those states, student outcomes are a “significant” factor in teacher ratings, and in 17 states, student achievement is required to be the preponderant criterion for reviews of teacher performance.**

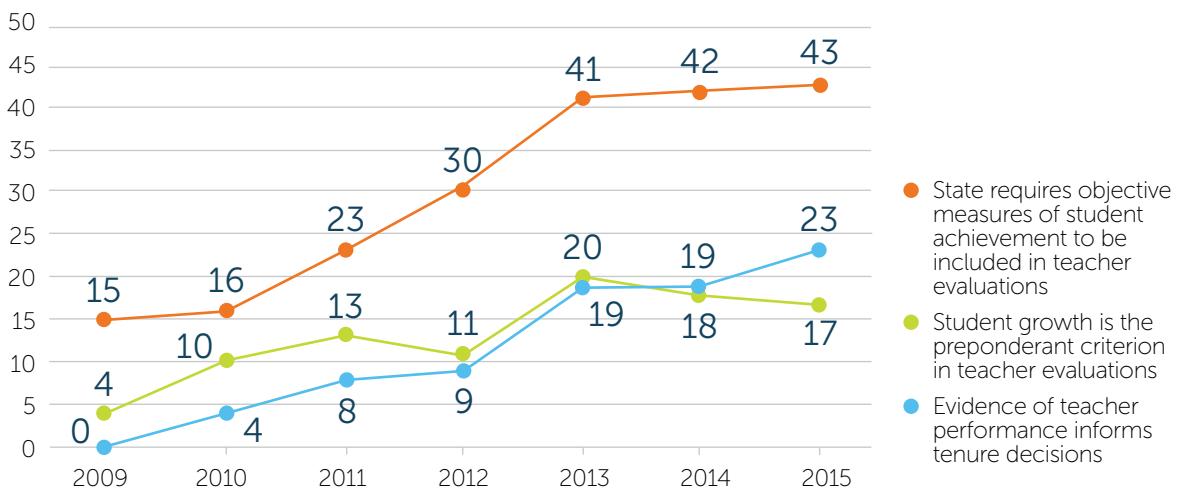
<sup>1</sup> At the time of publication, Michigan’s governor was presented with legislation that, if signed, will result in growth being a significant, rather than preponderant, criterion in teacher evaluations. The number of states requiring student growth as a preponderant criteria would then be 16.

In many cases, states are transitioning to new student testing systems aligned with college- and career-readiness standards while at the same time diving deep into efforts to translate teacher effectiveness policy into practice. As a result, some states are, in good faith and not unreasonably, adjusting evaluation timelines as they phase in new tests and new student growth measures. A few states, such as **Florida** and **Ohio**, have lowered how much student growth contributes to evaluation ratings, although in both of these cases, student growth remains a significant criterion.

On the other hand, there are some states – like **Kansas** and **New Hampshire** – that seem to have committed to evaluations of effectiveness to secure federal waivers, showing little of the effort necessary to ground policy in state law and implement performance-based teacher evaluations. A few are continually kicking the can down the road. New Hampshire, for example, has had perennial evaluation task forces, and **Wyoming** recently passed legislation delaying teacher evaluations until 2019-2020.

However, very few states are turning their backs on teacher effectiveness policy. Since NCTQ’s 2013 *Connect the Dots* report, only three states we recognized for having developed teacher effectiveness policies (**South Carolina, Utah** and **Wisconsin**) no longer appear to require student growth and achievement to be a significant factor in teacher ratings. Across the nation, we’ve come from a place where teacher evaluations were meaningless bureaucratic exercises to the point where teacher evaluations have become tools with great potential for improving teaching and where student learning is understood to be a critical indicator of teacher effectiveness.

Figure 1. Teacher effectiveness state policy trends (2009-2015)



In this report, NCTQ continues to present the most comprehensive and up-to-date policy trends on how states are evaluating teachers. The report also examines state efforts to connect the dots – that is, use the results of evaluations to better inform practice and make decisions of consequence for teachers in the 50 states and the District of Columbia.<sup>2</sup>

2 This paper examines the policies of the Office of State Superintendent of Education (OSSE), the state education agency for the District of Columbia, not D.C. Public Schools (DCPS).

The report breaks new ground as well. While 27 states require teacher evaluations for all teachers every year, even more (34 states) have articulated annual evaluations for all principals. However, we’ve known precious little about the policy landscape when it comes to principal effectiveness – until now.

As we provide a lay of the land on teacher and principal evaluations, NCTQ is well positioned to share advice, patterns and lessons learned across the states. Our annual detailed review of all states’ teacher policies, along with the cooperative relationships we have built with state policymakers over the years, gives us a unique ability to compare and contrast teacher and principal evaluation policies and highlight common trends across the nation. With this in mind, we provide this report’s key findings embedded in a collection of observations, recommendations and pitfall warnings. We hope that sharing experiences will help all states on the road to implementing strong and meaningful performance-based evaluations for both teachers and school leaders.

Figure 2. State of the states: Principal evaluation policy

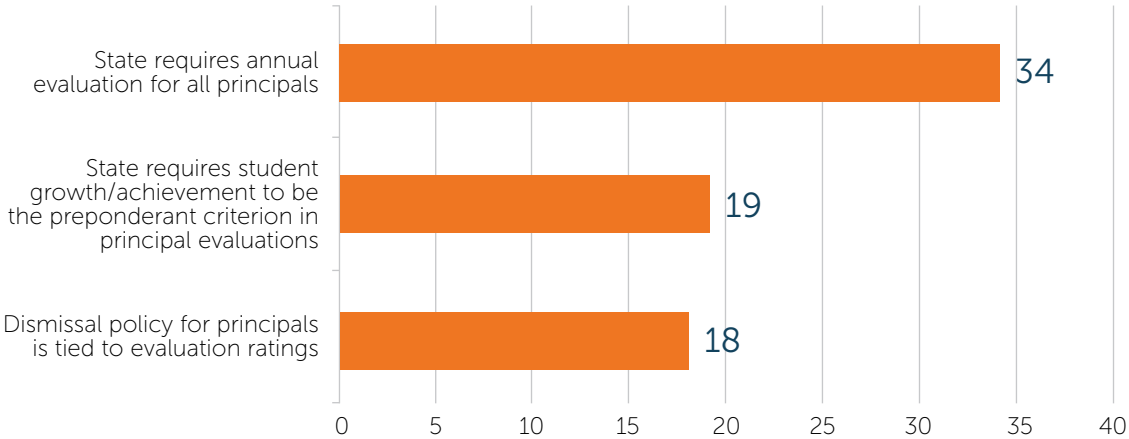




Figure 3. Overview of state evaluation policies for identifying effective teachers and leaders (2015)

	State requires annual evaluations for all teachers	State requires annual evaluations for all principals	State specifies that teacher evaluations are to be "significantly" informed by student achievement/growth		State requires that student achievement/growth is the preponderant criterion in teacher evaluations	State requires that student achievement/growth is the preponderant criterion in principal evaluations.
			Explicitly defined	Not explicitly defined		
Alabama	✓	✓				
Alaska		✓			✓	✓
Arizona	✓	✓	✓			
Arkansas	✓			✓		
California						
Colorado	✓	✓			✓	✓
Connecticut	✓	✓			✓	✓
Delaware	✓	✓			✓	✓
DC	✓	✓			✓	✓
Florida	✓	✓	✓			
Georgia	✓	✓			✓	✓
Hawaii		✓			✓	✓
Idaho	✓	✓	✓			
Illinois			✓			
Indiana	✓	✓		✓		
Iowa		✓				
Kansas				✓		
Kentucky		✓			✓	✓
Louisiana	✓	✓			✓	✓
Maine				✓		
Maryland	✓	✓		✓		
Massachusetts						
Michigan					✓	✓
Minnesota		✓	✓			
Mississippi	✓	✓			✓	✓
Missouri				✓		
Montana						
Nebraska						
Nevada	✓	✓	✓			
New Hampshire						
New Jersey	✓	✓	✓			
New Mexico	✓	✓			✓	✓
New York	✓	✓			✓	✓
North Carolina	✓	✓			✓	✓
North Dakota	✓	✓				
Ohio	✓	✓	✓			✓
Oklahoma		✓			✓	✓
Oregon				✓		
Pennsylvania	✓	✓			✓	✓
Rhode Island		✓	✓			
South Carolina		✓				
South Dakota				✓		
Tennessee	✓	✓			✓	✓
Texas		✓				
Utah	✓	✓				
Vermont						
Virginia			✓			
Washington	✓	✓				
West Virginia	✓	✓				
Wisconsin						✓
Wyoming	✓					
TOTAL	27	34	10	8	17	19



## Part One.

# ➡ THE *State* OF THE STATES ON Teacher Evaluation

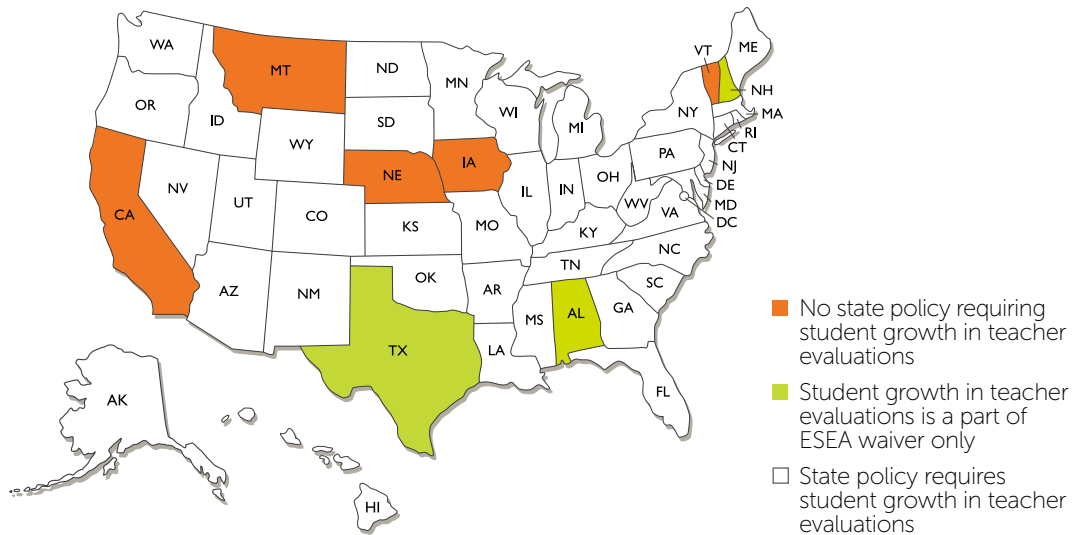
Performance-based teacher evaluations have a strong foothold in state policy. While there are some states that have made evaluation commitments they seem unlikely to keep, many more are working hard to implement meaningful evaluation reforms.

There is little doubt that state efforts to obtain federal waivers of No Child Left Behind (NCLB) requirements have driven some states to promise to implement teacher evaluation systems – leading to the assumption that teacher effectiveness policies across the states are more flimsy promises than serious reforms. In some ways the U.S. Department of Education’s effort to force the issue of teacher evaluation by bringing it into the Elementary and Secondary Education Act (ESEA) waiver process did little but to fire up the opposition and promote weak evaluation implementation by the states dragged into it unwillingly.

But the reality is that waivers haven’t been the driver of teacher effectiveness policy in the United States. Teacher evaluation policy is etched in state policy. As such, the drive towards performance-based evaluation won’t simply go away with a waiver extension or a change in administrations in Washington, D.C. In 2015, only three states – **Alabama**, **New Hampshire** and **Texas**<sup>3</sup> – have evaluation policies that exist only in waiver requests to the federal government. Every other state engaged in reforming teacher evaluations has policy grounded at least in part in state law and regulations. There are just five states – **California**, **Iowa**, **Montana**, **Nebraska** and **Vermont** – that still have no formal state policy requiring that teacher evaluations take objective measures of student achievement into account in evaluating teacher effectiveness.

3 Texas is piloting T-TESS teacher evaluations where growth will count for 20 percent of teacher ratings. It is scheduled for full implementation in 2016-17. However, in October 2015, Texas was placed on “high-risk status” by the U.S. Department of Education because the state still does not require every school district to use student growth data, such as standardized test scores, to grade the performance of its teachers and administrators.

Figure 4. Teacher effectiveness policies: Waivers and state law



Looking at the trends, the dramatic proliferation of state teacher evaluation policy has slowed, but of course this is largely because the vast majority of states already have laws on the books. In 2015:

- 27 states require annual evaluations for all teachers, compared to just 15 states in 2009.
- 45 states require annual evaluations for all new, probationary teachers; 15 of those states specifically require that probationary teachers are observed in the classroom early in the school year.
- 17 states include student growth as the preponderant criterion in teacher evaluations, up from only four states in 2009. In 2013, 19 states had such a requirement.
- An additional 18 states include growth measures as a “significant” criterion in teacher evaluations. Ten of those states explicitly define what significant means for the purposes of including student achievement in teacher evaluations.
- 23 states require that evidence of teacher performance be used in tenure decisions. No state had such a policy in 2009.
- 19 states require that teacher performance is considered in reduction in force decisions.
- The majority of states (28) now articulate that ineffectiveness is grounds for teacher dismissal.

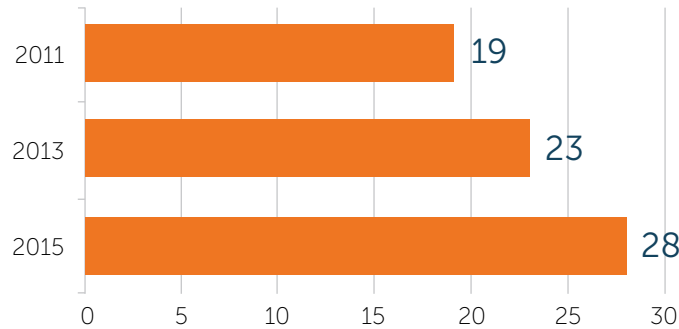


Figure 5. Summary of key state requirements for teacher evaluation (2015)

	Annual evaluation of all teachers	Growth is preponderant or significant criterion in teacher evaluations	State requires multiple annual teacher observations for all teachers	Teachers receive feedback on their evaluations	Student surveys are required as part of teacher evaluations	State requires evaluators to be certified/demonstrated effective	Growth measures weighted same in nontested grades/subjects	State requires that teacher tenure decisions are informed by teacher performance
Alabama	✓							
Alaska		✓					✓	✓
Arizona	✓	✓		✓			✓	✓
Arkansas	✓	✓		✓		✓	✓	
California				✓				
Colorado	✓	✓		✓			✓	✓
Connecticut	✓	✓	✓	✓	✓		✓	✓
Delaware	✓	✓		✓		✓	✓	✓
DC	✓	✓	✓	✓				
Florida	✓	✓		✓			✓	✓*
Georgia	✓	✓	✓	✓	✓	✓	✓	
Hawaii		✓		✓	✓	✓	✓	✓
Idaho	✓	✓	✓			✓	✓	✓
Illinois		✓		✓		✓	✓	✓
Indiana	✓	✓	✓	✓		✓	✓	✓
Iowa					✓	✓		
Kansas		✓		✓			✓	*
Kentucky		✓		✓	✓	✓	✓	
Louisiana	✓	✓		✓		✓	✓	✓
Maine		✓		✓			✓	
Maryland	✓	✓				✓	✓	
Massachusetts				✓	✓		✓	✓
Michigan		✓		✓			✓	✓
Minnesota		✓					✓	
Mississippi	✓	✓	✓	✓			✓	
Missouri		✓		✓			✓	
Montana								
Nebraska								
Nevada	✓	✓					✓	✓
New Hampshire								
New Jersey	✓	✓	✓	✓		✓		✓
New Mexico	✓	✓	✓	✓		✓		
New York	✓	✓	✓	✓		✓	✓	✓
North Carolina	✓	✓		✓			✓	✓
North Dakota	✓			✓			✓	
Ohio	✓	✓				✓	✓	
Oklahoma		✓		✓		✓	✓	✓
Oregon		✓		✓			✓	
Pennsylvania	✓	✓					✓	
Rhode Island		✓		✓			✓	
South Carolina				✓			✓	✓
South Dakota		✓		✓			✓	
Tennessee	✓	✓	✓	✓		✓		✓
Texas				✓		✓		
Utah	✓			✓	✓		✓	
Vermont								
Virginia		✓		✓			✓	✓
Washington	✓		✓	✓			✓	✓
West Virginia	✓			✓			✓	
Wisconsin				✓		✓	✓	
Wyoming	✓			✓			✓	✓
TOTAL	27	35	11	38	7	19	39	23

\* No tenure.

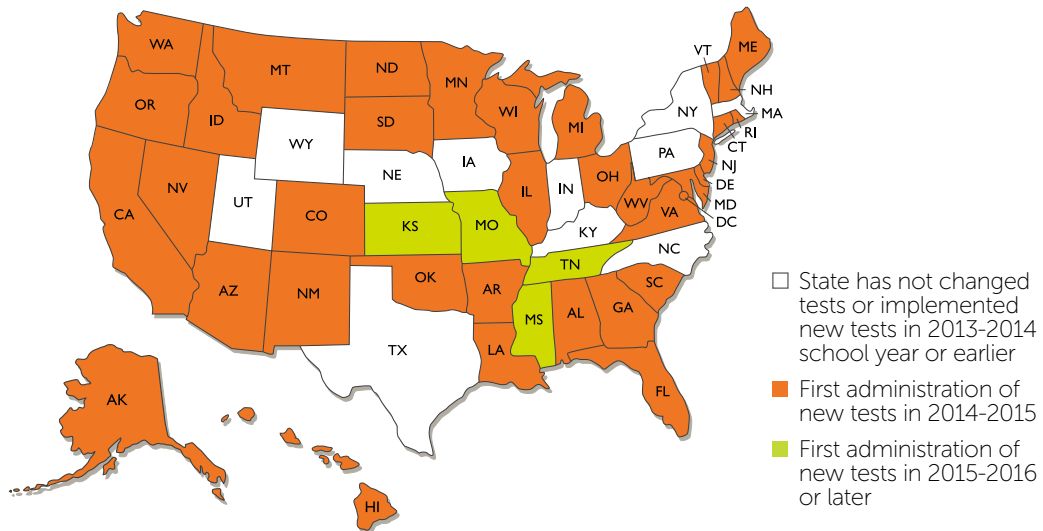
Figure 6. Trends in state policy tying teacher effectiveness to dismissal policies



The simultaneous implementation of new college- and career-readiness assessments and teacher evaluations has been a significant challenge for states, but it shouldn't become a roadblock.

Implementing policies to hold teachers more accountable for results with students is a political challenge even under the best of circumstances. But the concurrent introduction of new and more demanding student assessments with new policies to factor student performance on those assessments into teacher evaluations has put states in a difficult position.

Figure 7. Testing transitions



States clearly need to be sensitive to changes in testing regimes as they implement teacher evaluations. But there's also a real downside for states that indulge critics by delaying implementation, adopting hold harmless policies or reducing the weight of student achievement in evaluations. These short-term public relations solutions reinforce the idea that there are a lot of immediate punitive consequences coming for teachers when performance-based



evaluations are fully implemented, which is simply not the case. And they undermine the real purpose of these new evaluation systems: to provide teachers with the feedback they need to continue to grow and develop as professionals. For teachers who doubt this as the real purpose, these delays and changes may further fan the flames of that doubt.

States would be better off getting their evaluation systems up and running. There is always the option available to decide that no consequences will be attached to evaluations after the fact, once evaluations are administered and results are in. But at least the evaluation process is underway. Moving forward with evaluations allows states to gather information on student learning, provide feedback on teacher practice, better inform professional development and fine tune systems as they learn.

Implementing rather than delaying new evaluations is also critical to building trust in these systems. Data from **Tennessee's** recent First to the Top survey of teachers offers encouraging findings on this front. When the state's evaluation system was introduced in 2012, only 38 percent of teachers said the evaluations improved teaching, and only 28 percent said evaluations improved student learning. In 2014, 68 percent of teachers said they believe the evaluation process improves teaching and 63 percent said it improves learning. The lesson here is that only by doing evaluations and sharing results can states build teachers' trust and confidence in these new systems. No amount of reassurance can replace experience for fostering buy-in and reducing fear of the unknown among teachers.<sup>4</sup>

The unfortunate collision in timing of Common Core and similar standards and teacher evaluation policy has made allies of teacher unions and anti-testing crusaders who may have very different motives for protesting new college- and career-readiness assessments.

There is no question that the timing of states implementing new testing systems while also implementing teacher evaluations based on those new tests has complicated the roll out of evaluation policy in many states. However, while there has always been a certain anti-testing sentiment among a segment of the public, the current ground swell among parents to opt-out of Common Core and other college- and career-readiness tests can't be explained by the anti-testing movement alone. For very different reasons, teacher organizations have been stoking the fires of anti-testing advocates. Without sufficient numbers of students tested, student growth scores cannot be generated for teachers, and teacher evaluations can't be based on how much teachers help their students learn.

4 The Tennessee Consortium on Research, Evaluation and Development, Educator Evaluation in Tennessee: Findings from the *2014 First to the Top Survey* (March 2015) retrieved at [http://www.tnconsortium.org/data/files/gallery/ContentGallery/2014\\_FirstToTheTopSurveyReport.pdf](http://www.tnconsortium.org/data/files/gallery/ContentGallery/2014_FirstToTheTopSurveyReport.pdf)



Teacher unions took up the opt-out cry in earnest this year. The president of the New York State United Teachers personally urged parents to opt-out of state tests, and the union made automated calls to urge its members to keep their own kids home. According to the *New York Times*, in 2015, 156,000 students (one out of every six) did not take annual state assessments in New York. While just last year every county in the state had 95 percent participation in state tests, as required by federal law; in 2015, just 30 of 440 districts met that threshold.<sup>5</sup>

As a campaign to undermine teacher evaluations, the opt-out movement has been about protecting teachers. But it comes at great expense to students – especially poor and minority students who are so often left behind – by stripping states, districts and schools of any means of accountability for ensuring that all children learn.

A common myth about performance-based teacher evaluation is that teachers are being held accountable for students they aren't responsible for teaching. While this may have been true in early implementation, our analysis of current teacher effectiveness policy in the states doesn't bear out this claim.

As teacher evaluation policy has evolved and become more sophisticated, the vast majority of states do not use general, school-level or district-level data to make performance judgments about individual teachers.

Only seven states require that schoolwide achievement data are used in individual teacher performance ratings at all, while 11 other states explicitly allow the practice. Almost all these states require or allow school- or district-level data to be included in evaluations for both teachers in grades and subjects for which state assessment data are available as well as teachers in non-tested grades and subjects. In four of those seven states, schoolwide student performance counts for just 5 percent of a teacher's rating. With the exception of Arizona, in no state that requires schoolwide measures do school-level data count for more than 20 percent of the rating. **Arizona** requires that schoolwide data account for 33-50 percent of a teacher's evaluation rating in grades and subjects that do not have a statewide assessment available. It is an ill-advised policy to put so much weight on these data, as teachers can justly protest that they are being held accountable for outcomes in subjects they don't teach and children who are not in their classrooms.

While clearly not required in most states, 16 states have no policy or an unclear policy regarding the use of school- and district-level data in teacher evaluations. These states would be well advised to minimize the extent to which school- and district-level student achievement measures are counted in teacher evaluations. Nominally, these measures can be used as a means of demonstrating the shared responsibility of staff in a school to ensure that students learn. But if weighed too heavily the credibility of teacher evaluations may be rightly called

5 Elizabeth A. Harris and Ford Fessenden, "Opt-out becomes anti-test rallying cry in New York State," *New York Times* (May 20, 2015) retrieved at <http://www.nytimes.com/2015/05/21/nyregion/opt-out-movement-against-common-core-testing-grows-in-new-york-state.html>

Figure 8. Use of schoolwide student growth measures in teacher evaluations (2015)



	School/ districtwide student growth is required (T=tested NT=nontested)	School/ districtwide student growth is explicitly allowed (T=tested NT=nontested)	School/ districtwide student growth is not included in evaluation policy	Not articulated in state policy or unclear	No student growth required	How much schoolwide measures count in teacher evaluations
Alabama					✓	
Alaska				✓		
Arizona	✓ (NT)	✓ (T)				33-50%
Arkansas			✓			
California					✓	
Colorado	✓ (T, NT)					not specified
Connecticut*	✓ (T, NT)					5%
Delaware			✓			
DC		✓ (NT)				15%
Florida			✓			
Georgia			✓			
Hawaii	✓ (NT)					5%
Idaho				✓		
Illinois			✓			
Indiana		✓ (T, NT)				5%
Iowa					✓	
Kansas				✓		
Kentucky			✓			
Louisiana			✓			
Maine				✓		
Maryland		✓ (NT)				20%.
Massachusetts				✓		
Michigan				✓		
Minnesota				✓		
Mississippi	✓ (T, NT)					20%
Missouri				✓		
Montana					✓	
Nebraska					✓	
Nevada				✓		
New Hampshire					✓	
New Jersey			✓			
New Mexico				✓		
New York			✓			
North Carolina		✓ (T,NT)				not specified
North Dakota				✓		
Ohio		✓ (T, NT)				5-10% recommended
Oklahoma				✓		
Oregon				✓		
Pennsylvania		✓ (T, NT)				15%
Rhode Island			✓			
South Carolina		✓ (T, NT)				up to 30%
South Dakota				✓		
Tennessee		✓ (T, NT)				15%
Texas					✓	
Utah				✓		
Vermont					✓	
Virginia		✓ (NT)				not specified
Washington		✓ (T, NT)				not specified
West Virginia	✓ (T, NT)					5%
Wisconsin*	✓ (T, NT)					5%
Wyoming				✓		
<b>TOTAL</b>	<b>7</b>	<b>11</b>	<b>10</b>	<b>16</b>	<b>8</b>	

\* Connecticut requires whole school learning OR student feedback to be included in teacher evaluations. Wisconsin requires schoolwide value added OR graduation rates to be included in teacher evaluations.

into question because these measures don't align what teachers do in the classroom with the factors on which their performance is judged. The drive to identify or develop comparable measures for teachers regardless of grade or subject taught is understandable, but the more important emphasis ought to be on fair and valid measures.

There is a troubling pattern emerging across states with a track record of implementing new performance-based teacher evaluation systems. The vast majority of teachers – almost all – are identified as effective or highly effective.

The critique of old evaluation systems was that the performance of 99 percent of teachers was rated satisfactory, regardless of student achievement. Some policymakers and reformers have naively assumed that because states and districts have adopted new evaluations – including those that put a much stronger emphasis on student outcomes – evaluation results will inevitably look much different. But that assumption continues to be proven incorrect. In 2015, with new evaluation systems in place and coming online across the nation, we face this situation still.

Figure 9. Teacher ratings in selected states

State	Percent of teachers rated highly effective or effective	Percent of teachers rated needs improvement or ineffective	School year
New Jersey	97	2.8	2013-14
Florida	97.7	2.3	2013-14
New York	95	6	2012-13
Michigan	98	2	2012
Tennessee	98	2	2013

Common sense, student achievement gaps and the research on teacher effectiveness all suggest that not all of our teachers should be rated effective. This doesn't mean that states should, as a matter of policy, strive to deem more teachers ineffective. The clearest indication that the results we are getting don't reflect teacher performance isn't the very small number of teachers receiving the lowest rating, but the fact that so few teachers are being identified as in need of improvement. Although this category has different names in different states, the majority of states have a category that is a higher rating than ineffective but falls short of an effective rating. States ought to consider why it is that more teachers aren't identified as in need of further development. The dearth of teachers in need of improvement simply doesn't ring true, even based solely on what we know from research about first year teachers – that they are very much a work in progress during their first year of teaching and often don't maximize their effectiveness (in terms of growth in their students' achievement) until they have three to five years of experience in the classroom.



There are several factors contributing to the lack of differentiation of performance:

**The number of performance categories.**

All but four states have four or fewer rating categories for their teacher evaluations. A system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate, and systems structured with an even number of performance categories lend themselves to a more dichotomous interpretation of performance such as effective and ineffective. To be able to differentiate performance among teachers, the rating systems need to allow not only for identification of exceptionally strong and exceptionally weak performers but also provide for differentiation among those in between. Some states have used five rating categories to capture these distinctions.

Figure 10. Evaluation rating categories

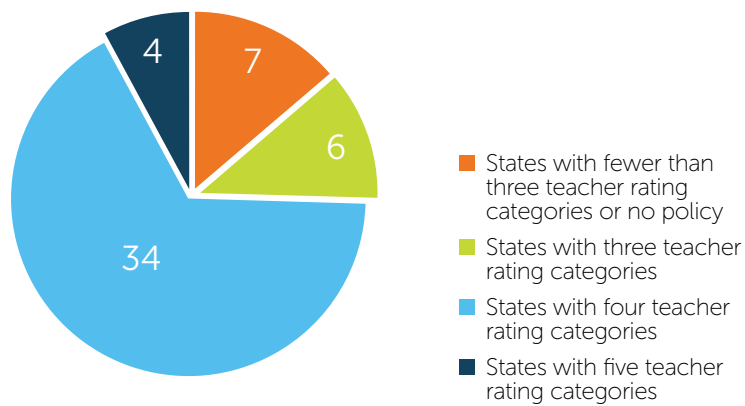
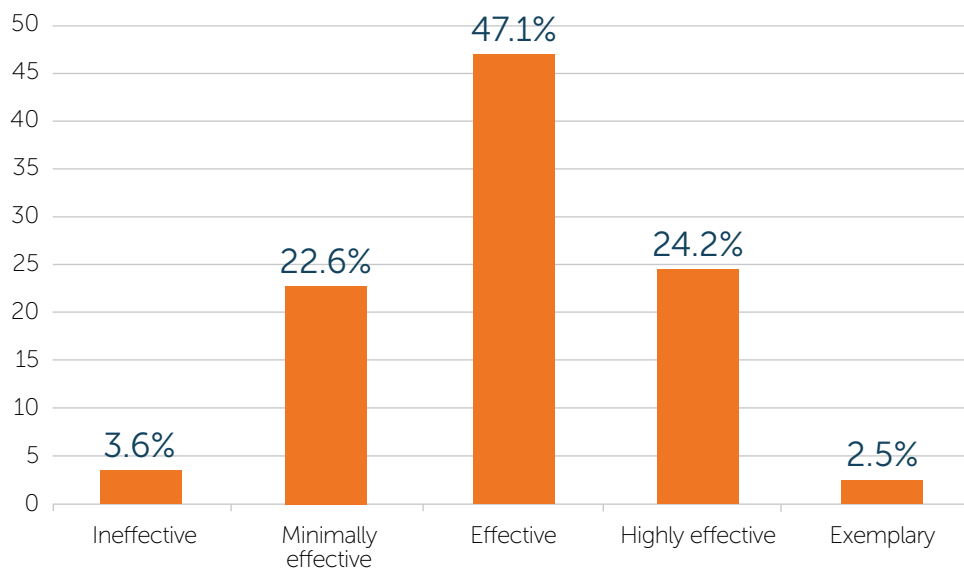


Figure 11. New Mexico’s teacher evaluation system yields differentiated ratings (2015)<sup>6</sup>



6 ABQ News Staff, “Teacher evaluations show dip in ‘effective’ rating,” *Albuquerque Journal* (May 4, 2015)

While most early implementing states have seen 95 percent or more of teachers rated effective, some states, like **New Mexico**, have results that show more differentiation in teacher ratings. New Mexico has five teacher rating categories, which helps. But the overriding reason for differentiation in New Mexico's teacher evaluation system is likely that observations, which require subjective judgments about teacher performance, count for only 25 percent of evaluation ratings in the state. In addition, many New Mexico districts appear to be using multiple observers, which may also be contributing to better differentiation.

**Observations are driving lack of differentiation because many principals are unwilling or incapable of making distinctions about teacher skills in classroom observations.**

The vast majority of states require principals or other observers to have training to conduct teacher evaluations and classroom observations. The quality of that training is one potential problem, but so is a culture in teaching that is hesitant to judge. For some principals, they may simply lack the instructional expertise necessary to differentiate between strong and weak practice. The principal's role in most places has more heavily emphasized administrative leadership – scheduling, budgeting and discipline – over instructional leadership. Principal training programs certainly focus on the former over the latter. So this represents a very dramatic shift that at the very least requires exercising seldom-used muscles for many principals.

But there is also a very human dynamic at play. Principals may feel strong personal connections to the teachers they've hired and perhaps managed for years, making it very difficult to be critical. Some may see identifying teacher weaknesses as a poor reflection on their leadership skills. And still others may recognize teachers in need of improvement, but find it easier to check the effective box if it means they can avoid having difficult conversations about areas of concern.

**Few states use multiple observers. But the practice is associated with better differentiation – and better acceptance of evaluation feedback on the part of teachers.**

The Measures of Effective Teaching (MET) project found that multiple observations and multiple raters improve teacher perceptions of the process and make them more open to feedback received.<sup>7</sup> In 11 states, multiple annual observations are required as part of all teacher evaluations. Another 27 states require multiple observations as part of some teacher evaluations. However, just four states – **Iowa, New Jersey, North Carolina and South Carolina** – require multiple evaluators.

To be sure, multiple observers require additional resources and present logistical challenges, so it is perhaps not surprising that more states have not jumped on this bandwagon. But particularly as states try to solve the differentiation problems they are encountering, employing multiple observers is an important strategy to consider.

<sup>7</sup> Methods of Effective Teaching Project, *Ensuring Fair and Reliable Measures of Effective Teaching*, The Bill and Melinda Gates Foundation (January 2013)





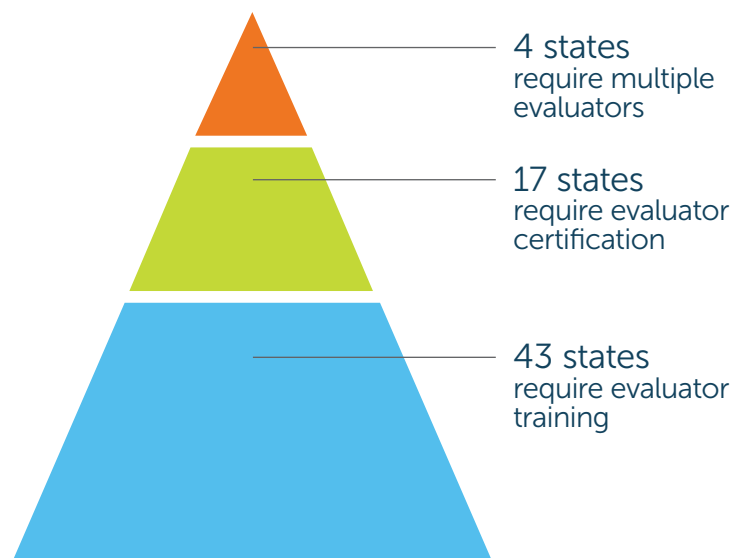
Figure 12. Teacher evaluation observation requirements (2015)

	Multiple observations required for ALL teachers	Multiple observations required for SOME teachers	Among states that require multiple observations for some teachers		POLICY
			Multiple observations only required for all new teachers	Number of observations determined by performance	
Alabama					
Alaska		✓	✓	✓	Districts may limit the evaluation of nonprobationary teachers who exceed the district performance standards to one evaluation every two years.
Arizona		✓	✓	✓	The board may waive the second observation for a tenured teacher whose performance on the first observation places him or her in one of the two highest performance classifications.
Arkansas		✓	✓		
California					
Colorado		✓	✓		
Connecticut	✓				
Delaware		✓	✓	✓	Nonprobationary teachers who earn a highly effective rating on their most recent summative evaluation—as well as those who earn an effective rating plus four satisfactory ratings on at least four of the components (including Student Improvement)—are only required to receive one announced or unannounced observation a year.
DC	✓				
Florida		✓	✓		
Georgia	✓				
Hawaii		✓	✓	✓	Only those teachers receiving an enhanced comprehensive evaluation (for any overall marginally-rated teacher and all nontenured teachers) are required to be formally observed at least twice.
Idaho	✓				
Illinois		✓	✓	✓	All new teachers—and nonprobationary teachers who receive a rating of needs improvement or unsatisfactory—must be observed three times per school year, two of which must be formal observations.
Indiana	✓				
Iowa					
Kansas		✓	✓		
Kentucky		✓	✓	✓	For tenured teachers, multiple observations are required only when observation results are ineffective.
Louisiana		✓	✓	✓	One observation may be waived for teachers who have earned a highly effective rating.
Maine					
Maryland		✓	✓	✓	Three-year cycles for tenured teachers. If highly effective or effective, second- and third-year evaluations use the professional practice rating from the previous year. Evaluation of a teacher's professional practice must be based on at least two observations.
Massachusetts					

	Multiple observations required for ALL teachers	Multiple observations required for SOME teachers	Among states that require multiple observations for some teachers		POLICY
			Multiple observations only required for all new teachers	Number of observations determined by performance	
Michigan		✓	✓	✓	Teachers who have received ratings of effective or highly effective on their two most recent year-end evaluations to forego multiple observations.
Minnesota		✓	✓		
Mississippi	✓				
Missouri					
Montana					
Nebraska		✓	✓		
Nevada		✓	✓	✓	If effective or highly effective, then one observation.
New Hampshire					
New Jersey	✓				
New Mexico	✓				
New York	✓				
North Carolina		✓	✓	✓	The number of observations for experienced teachers depends on their evaluation cycle. The comprehensive cycle requires three formal observations, the standard cycle requires one formal plus two formal or informal observations and the abbreviated cycle requires two formal or informal observations.
North Dakota					
Ohio		✓		✓	Districts may require only one observation for a teacher who receives a rating of accomplished on his or her most recent evaluation.
Oklahoma		✓	✓	✓	
Oregon		✓	✓		Career teachers who receive a qualitative rating of superior or highly effective and a quantitative rating of superior or highly effective to be evaluated once every two years.
Pennsylvania		✓	✓		
Rhode Island		✓	✓	✓	Effective and highly effective tenured teachers: no guarantee of multiple observations because of evaluation frequency.
South Carolina		✓	✓		
South Dakota					
Tennessee	✓				
Texas		✓	✓		
Utah		✓	✓		
Vermont					
Virginia		✓	✓		
Washington	✓				
West Virginia		✓	✓		
Wisconsin					
Wyoming					
<b>TOTAL</b>	<b>11</b>	<b>27</b>	<b>26</b>	<b>14</b>	



Figure 13. Evaluator requirements



### **The use of student learning objectives/outcomes (SLOs) isn't helping with differentiation.**

Student learning objectives (SLOs), which have become an increasingly adopted method for the development of individualized student performance goals to be included in teacher evaluations, can be an asset or a liability.

Originally a focus for developing student growth and achievement indicators for nontested grades and subjects, some states are using SLOs for all teachers. SLOs can be strong or weak measures. States have a responsibility to make sure measures are meaningful by providing strong examples, requiring oversight, holding principals and districts accountable for the quality of performance indicators, and making sure SLOs are correlated with achievement. As part of a set of multiple measures, SLOs may be useful, but to be done well, states must recognize that they are labor intensive.

In 2015, 22 states require or allow the use of SLOs as measures of student growth for teacher evaluations. In theory this is a good idea, especially for grades and subjects where no state assessment is available. But more often than not, SLOs are turning out to be not very meaningful measures of teacher performance. Part of the issue is whether teachers have the knowledge and the data to set appropriate student achievement goals. NCTQ's *Teacher Prep Review* has shown that teacher candidates rarely get training focused on data and assessment literacy. Another concern is that educators could have incentives to set low goals, especially when effectiveness is determined based on meeting achievement goals.

Then there is SLO policy, which often leaves much to be desired:

- Nearly half the states that require SLOs (six of 14) require just one.
- Only nine of the 22 states that require or allow SLOs also require that the learning objectives are reviewed and approved.

Figure 14. Use of student learning objectives (SLOs) for teacher evaluations

	Require SLOs	Allow SLOs	Explicit approval of SLOs is required
Alabama			
Alaska			
Arizona		✓	
Arkansas			
California			
Colorado		✓	
Connecticut	✓		✓
Delaware			
DC		✓	
Florida			
Georgia	✓		✓
Hawaii	✓		✓
Idaho			
Illinois		✓	
Indiana			
Iowa			
Kansas			
Kentucky	✓		
Louisiana	✓		✓
Maine			
Maryland	✓		
Massachusetts	✓		✓
Michigan			
Minnesota		✓	
Mississippi	✓		
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey		✓	
New Mexico			
New York	✓		
North Carolina			
North Dakota			
Ohio		✓	
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island	✓		✓
South Carolina		✓	
South Dakota	✓		✓
Tennessee			
Texas			
Utah	✓		✓
Vermont			
Virginia			
Washington			
West Virginia	✓		
Wisconsin	✓		
Wyoming			
TOTAL	14	8	8

In **Wisconsin**, for example, 50 percent of the total evaluation score is based on student outcomes – but 95 percent of that score is based on one student learning outcome that is developed by and self-scored by the teacher being evaluated. The state’s policy illustrates well how SLOs can fail to be used to set objective and ambitious learning goals for students and teachers.

Student surveys may be helpful in promoting better differentiation in evaluation ratings.

In 2013, when NCTQ started tracking state policy on the use of surveys in teacher evaluations, there were 12 states that required or allowed student surveys to be factored into teacher ratings. Since then, the MET study has validated surveys as tools that can be sensitive instruments for gaining a richer picture of teacher effectiveness in the classroom. In 2015, 33 states require or allow student surveys to be included in teacher evaluations. On the one hand, putting some weight on survey results lessens the weight on observations, which seem at this point to be driving inflated ratings.

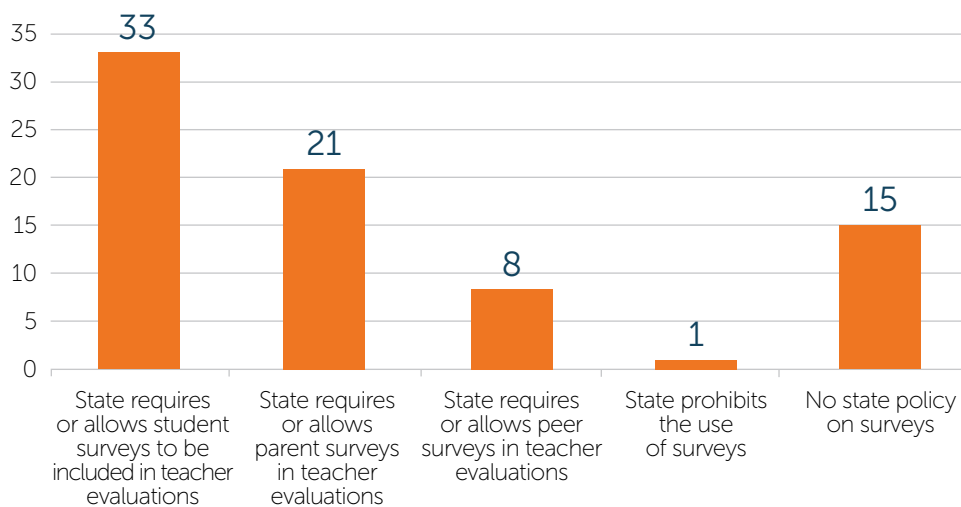
On the other hand, surveys aren’t a solution to differentiation without potential pitfalls. There is a real need to build trust and show teachers that surveys are meaningful and useful, not just popularity contests. Surveys also have to be valid. Designing them is not only an art but a science. The instruments are sensitive to question wording and presentation, and not something districts should necessarily tackle on their own.

To date, states have generally put small weights on surveys or left districts the option to include them and decide how heavily to



weigh the results in teacher evaluations. **Connecticut**, for example, requires schoolwide student learning indicators or student feedback to count for 5 percent. In **Ohio**, districts choosing the alternative framework can include student surveys for up to 15 percent of a teacher's rating. On the higher end of the range of state policies on surveys, **Florida** specifies that one-third of the total score may include "objectively reliable survey info from students and parents based on teaching practices that are consistently associated with higher student achievement."

Figure 15. Use of surveys in teacher evaluations



All this said, it may be time for states to think about expanding how surveys may be used as a way to address differentiation.

States are going to need to play a role in sorting out the differentiation issues at the district level in order to ensure the integrity and comparability of evaluation systems.

Today, most states allow districts to design their own performance-based evaluations. But if there is no consistency in the way teachers are rated across districts, the evaluation systems will be significantly undermined statewide.

Without some oversight, it is impossible for the public to interpret results. A district that is actually doing the hard work of differentiating may appear to have much weaker teachers than a neighboring district that rates all of its teachers highly, when that may not be the case at all. States are going to have to step up to the plate on this issue. Of the 30 states that only have locally designed systems, only 14 require districts to submit those plans for state review and approval.

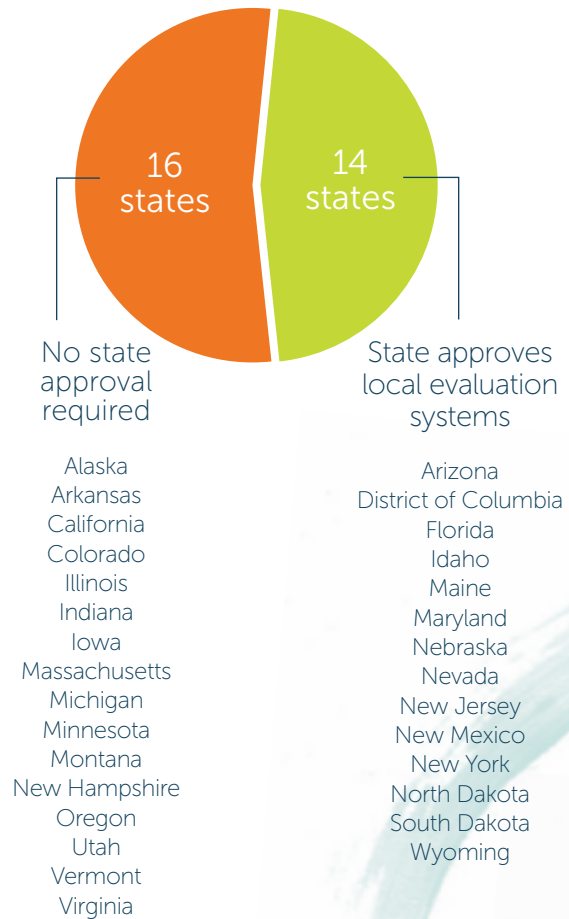


Figure 16. State authority/oversight for teacher evaluation

	Single statewide system	State provides a presumptive evaluation model for districts with possible opt out	State provides criteria or framework for district-designed evaluation system
Alabama	✓		
Alaska			✓
Arizona			✓
Arkansas			✓
California			✓
Colorado			✓
Connecticut		✓	
Delaware	✓		
DC			✓
Florida			✓
Georgia	✓		
Hawaii	✓		
Idaho			✓
Illinois			✓
Indiana			✓
Iowa			✓
Kansas		✓	
Kentucky		✓	
Louisiana		✓	
Maine			✓
Maryland			✓
Massachusetts			✓
Michigan			✓
Minnesota			✓
Mississippi	✓		
Missouri		✓	
Montana			✓
Nebraska			✓
Nevada			✓
New Hampshire			✓
New Jersey			✓
New Mexico			✓
New York			✓
North Carolina		✓	
North Dakota			✓
Ohio		✓	
Oklahoma	✓		
Oregon			✓
Pennsylvania		✓	
Rhode Island		✓	
South Carolina	✓		
South Dakota			✓
Tennessee		✓	
Texas		✓	
Utah			✓
Vermont			✓
Virginia			✓
Washington	✓		
West Virginia	✓		
Wisconsin		✓	
Wyoming			✓
TOTAL	9	12	30

Figure 17. State oversight of local evaluation designs

Among the 30 states that require locally-designed systems:





# *Part Two.*

## *Exploring* \_\_\_\_\_

### THE Principal Evaluation Landscape

If classroom teachers are going to be held accountable for the performance of the students they teach, so too should school leaders be evaluated based on the academic growth of the students in their schools.

Over the last five years, almost every state that redesigned its teacher evaluations also put policy on the books to reform principal evaluations. It makes perfect sense. In this paper, for the first time, NCTQ has included a comprehensive review of principal evaluation policy as part of its annual teacher policy analysis. Overall we found that 34 states require all principals to be evaluated annually and in 19 of those states, student growth and achievement is the preponderant criterion for evaluations of principal effectiveness.

On the one hand, we expect to see consistency in teacher and principal evaluation systems. Both teacher and school leader performance ought to be judged, at least in part, based on the performance of students. On the other hand, while teacher and principal evaluations ought to be aligned, they shouldn't be identical. Principals and teachers have different jobs and those differences need to be articulated by the respective evaluation systems as well.

There is a good deal of consistency in written policy between principal and teacher evaluations in the states. Perhaps it is a product of purposeful design. But in many cases, it may be that principal evaluation is an afterthought.

In most states, principal evaluation is simply included under the same umbrella as teachers in evaluation law, regulations and policy:

- 11 states have evaluation systems for principals that are exactly the same as the requirements for teachers. That is, principals are listed along with teachers as the subjects of evaluation requirements in state law or regulations.

Figure 18. Student growth requirements for principal evaluations (2015)

	Annual evaluations are required for all principals	Student growth is preponderant criterion in principal evaluations	Student growth is significant criterion, explicitly defined	Student growth is significant criterion, not explicitly defined	Some student growth required in principal evaluations
Alabama	✓				
Alaska	✓	✓			
Arizona	✓		✓		
Arkansas					✓
California					
Colorado	✓	✓			
Connecticut	✓	✓			
Delaware	✓	✓			
DC	✓	✓			
Florida	✓		✓		
Georgia	✓	✓			
Hawaii	✓	✓			
Idaho	✓		✓		
Illinois			✓		
Indiana	✓			✓	
Iowa	✓				
Kansas				✓	
Kentucky	✓	✓			
Louisiana	✓	✓			
Maine				✓	
Maryland	✓			✓	
Massachusetts					✓
Michigan		✓			
Minnesota	✓		✓		
Mississippi	✓	✓			
Missouri				✓	
Montana					
Nebraska					
Nevada	✓		✓		
New Hampshire					
New Jersey	✓				✓
New Mexico	✓	✓			
New York	✓	✓			
North Carolina	✓	✓			
North Dakota	✓				✓
Ohio	✓	✓			
Oklahoma	✓	✓			
Oregon				✓	
Pennsylvania	✓	✓			
Rhode Island	✓		✓		
South Carolina	✓				✓
South Dakota					✓
Tennessee	✓	✓			
Texas	✓				
Utah	✓				✓
Vermont					
Virginia			✓		
Washington	✓				✓
West Virginia	✓				✓
Wisconsin		✓			
Wyoming					✓
TOTAL	34	19	8	6	10



- 29 states have articulated principal evaluations that are discussed separately from teacher evaluations but the two policies appear to mirror each other (same requirements).
- Four states have articulated a principal evaluation system that is not aligned with teacher evaluation because the states have distinctly different requirements for the use of student growth measures for evaluating principal effectiveness.

Only in **Arkansas** does the misaligned state policy weight student growth and achievement more heavily for teachers than principals. Student growth for teachers must be a significant part of evaluations as determined by a SOAR (Student Ordinal Assessment Rank) value. Some student growth is required for principals; but there is no mention in state policy of using SOAR to evaluate principals.

In three other states – **Georgia, New Jersey** and **Ohio** – the weight of student growth in principal evaluations is larger than in teacher evaluations. In Georgia student growth and achievement gap reduction counts for 70 percent in principal ratings; it is also a preponderant criterion in teacher evaluations. In New Jersey, the weight of student growth is 50 percent for principals and ranges from 30-50 percent for teachers (determined by the State Board each year). In Ohio, the weight of student growth is 50 percent for principals and it can be as low as 35 percent for teachers.

When it comes to implementation, the weaknesses in principal effectiveness policies in the states become clearer.

Based on the findings above, one might be tempted to call teacher and principal evaluation systems in the states well-aligned. But a closer look at this landscape also suggests that principal evaluation is, for many states, an afterthought.

#### **Designated evaluators and required evaluation measures are lacking.**

The principal evaluation policies in 22 states do not specify who is responsible for conducting evaluations of principal effectiveness.

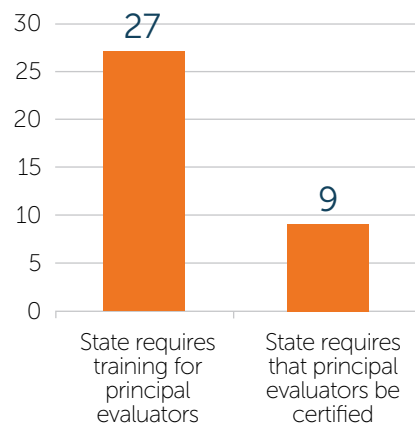
Eight states – **Arkansas, Idaho, Illinois, Louisiana, Pennsylvania, South Carolina, South Dakota** and **Utah** – have their teacher and principal evaluations on different timelines. This may be acceptable in the short term while states are in transition. But teachers may well question the legitimacy of holding them accountable for student learning, and not their leaders.

**Only New Jersey articulates that principals, who have primary responsibility for conducting teacher evaluations, should be evaluated on the quality and effectiveness of the teacher evaluation process in their schools.**

Observations, which are a staple of teacher evaluations (required in 48 states), are explicitly required for principal evaluation in just 27 states. Among those states only **Illinois, Indiana** and **Louisiana** specify that principals must have multiple observations.

Importantly, almost no state in the nation clearly articulates that principals, who have primary responsibility for teacher evaluations, should be themselves evaluated on the quality and effectiveness of the teacher evaluation process in their schools. **New Jersey** stands out on this front, however. The state counts evaluation leadership for 20 percent of principals' evaluation ratings, including how effectively they implement the teacher evaluation system. Principals are rated on fulfilling their duties implementing teacher evaluations; providing feedback, coaching and planning for teacher growth; ensuring reliable and valid observation results; and ensuring high-quality student growth goals in their schools.

Figure 19. Requirements for principal evaluators



**Training for principal evaluators lags well behind training for teacher evaluators.**

While 43 states require evaluators to receive training to conduct teacher evaluations, only 27 states require principal evaluators to receive training, and only nine states require principal evaluators to be certified (compared to 17 states for teacher evaluation).





Figure 20. Principal evaluation requirements (2015)

	Student growth is preponderant criterion	Observations are explicitly required	Surveys are required	Training is required for principal evaluators	Principal evaluators must be certified	Designated evaluator
Alabama						
Alaska	✓	✓		✓		Holder of a type B certificate or a site administrator under the supervision of a person with a type B certificate
Arizona		✓		✓		
Arkansas						Superintendent or designee
California		✓				
Colorado	✓		✓	✓		Principal or administrator
Connecticut	✓	✓	✓	✓		
Delaware	✓			✓	✓	Direct supervisors: district office supervisors and superintendents
DC	✓			✓		
Florida				✓		Person responsible for supervising the principal
Georgia	✓	✓	✓	✓	✓	
Hawaii	✓	✓				Complex area superintendents
Idaho		✓	✓	✓		
Illinois		✓	✓	✓	✓	District superintendent, the superintendent's designee, or, in the absence of the above, an individual appointed by the school board
Indiana		✓		✓		Superintendent or external provider
Iowa				✓	✓	
Kansas						
Kentucky	✓	✓		✓	✓	Superintendent or immediate supervisor
Louisiana	✓	✓			✓	LEA supervisors, chief academic officers, superintendents or the respective supervisory-level designee
Maine		✓		✓		
Maryland				✓		Must hold an administrator 1 certificate
Massachusetts		✓	✓	✓		
Michigan	✓		✓			Must be school district superintendent or designee, intermediate superintendent or designee, or chief administrator of the public school academy, as applicable
Minnesota		✓				Model: Superintendents conduct observations
Mississippi	✓		✓			Superintendent or his/her designee
Missouri				✓		
Montana						
Nebraska				✓		
Nevada		✓				Policy may include evaluation by the administrator, superintendent, pupils or other administrators, or any combination
New Hampshire						

	Student growth is preponderant criterion	Observations are explicitly required	Surveys are required	Training is required for principal evaluators	Principal evaluators must be certified	Designated evaluator
New Jersey		✓		✓		Conducted by a chief school administrator or a designee
New Mexico	✓	✓				Must be conducted by a qualified person and approved by the state
New York	✓			✓		Must be conducted by the building principal's supervisor, a trained administrator or other trained independent evaluator
North Carolina	✓	✓		✓		LEA superintendent/designee
North Dakota		✓				
Ohio	✓	✓			✓	Superintendent or designee
Oklahoma	✓	✓		✓		Principal or other trained certified individual designated by the school district board of education
Oregon		✓				
Pennsylvania	✓	✓				
Rhode Island		✓				Primary evaluator for most principals is the superintendent or assistant superintendent. District policy or local collective bargaining agreements may also use "complementary evaluators" (CEs) to assist primary evaluators. CEs may include peers.
South Carolina				✓		District superintendent and/or the superintendent's designee
South Dakota						District superintendent or another supervisor
Tennessee	✓	✓			✓	
Texas				✓	✓	
Utah		✓	✓			Either the educator's immediate supervisor or another person specified in the evaluation program
Vermont						"The principal shall be answerable to the superintendent in the performance of his or her duties."
Virginia						
Washington				✓		District superintendent or his/her designee evaluates all administrators
West Virginia			✓	✓		Must have an administrative certificate
Wisconsin	✓	✓		✓		Evaluators are typically the district superintendent; must hold active administrator license
Wyoming						
TOTAL	19	27	10	27	9	

Figure 21. Use of surveys for principal evaluations (2015)

	Surveys required (T=teachers, P=parents, S=students)	Surveys explicitly allowed (T=teachers/staff, P=parents, S=students)	Surveys are explicitly prohibited	Surveys not mentioned
Alabama				✓
Alaska		✓ (T,P,S)		
Arizona		✓		
Arkansas		✓ (T)		
California				✓
Colorado	✓ (T)	✓ (P,S)		
Connecticut	✓ (T,P)	✓ (S)		
Delaware				✓
DC		✓ (T)		
Florida		✓ (T,P,S)		
Georgia	✓			
Hawaii		✓ (T,P,S)		
Idaho	✓ (T,P,S)			
Illinois	✓ (T,S)			
Indiana				✓
Iowa				✓
Kansas		✓		
Kentucky		✓		
Louisiana				✓
Maine				✓
Maryland				✓
Massachusetts	✓ (T)			
Michigan	✓ (T,P,S)			
Minnesota		✓		
Mississippi	✓ (T)			
Missouri				✓
Montana				✓
Nebraska				✓
Nevada		✓ (S)		
New Hampshire				✓
New Jersey				✓
New Mexico		✓ (P,S)		
New York			✓	
North Carolina		✓ (T,P,S)		
North Dakota		✓		
Ohio				✓
Oklahoma				✓
Oregon		✓		
Pennsylvania				✓
Rhode Island				✓
South Carolina		✓		
South Dakota		✓ (T,P,S)		
Tennessee		✓		
Texas		✓ (S)		
Utah	✓ (P,S)			
Vermont				✓
Virginia		✓ (T)		
Washington		✓ (T)		
West Virginia	✓ (T,P,S)			
Wisconsin		✓		
Wyoming				✓
TOTAL	10	23	1	19

Figure 22. Consequences for ineffectiveness

	State articulates that ineffectiveness is grounds for dismissal	
	for principals	for teachers
Alabama		
Alaska	✓	✓
Arizona		✓
Arkansas	✓	✓
California		
Colorado		✓
Connecticut	✓	✓
Delaware		✓
DC		
Florida	✓	✓
Georgia	✓	✓
Hawaii		✓
Idaho		✓
Illinois	✓	✓
Indiana	✓	✓
Iowa		
Kansas		
Kentucky		
Louisiana	✓	✓
Maine		✓
Maryland		
Massachusetts		✓
Michigan	✓	✓
Minnesota		
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey	✓	✓
New Mexico	✓	✓
New York	✓	✓
North Carolina		✓
North Dakota		
Ohio		✓
Oklahoma	✓	✓
Oregon		
Pennsylvania	✓	✓
Rhode Island		
South Carolina		
South Dakota		
Tennessee	✓	✓
Texas		
Utah		
Vermont		
Virginia	✓	✓
Washington	✓	✓
West Virginia	✓	✓
Wisconsin		
Wyoming		✓
TOTAL	18	28

There is insufficient focus on meaningful consequences for ineffective school leaders.

One of the most disconcerting findings is the policy disconnect between principal and teacher evaluations when it comes to consequences for ineffectiveness. While so many principal evaluation systems appear to be aligned with teacher policy, in fact, they are not. Twenty-eight states articulate that ineffectiveness is grounds for teacher dismissal, but in only 18 states are the results of principal evaluations used to make employment decisions such as dismissal for ineffectiveness.

In fact there are 10 states – **Arizona, Colorado, Delaware, Hawaii, Idaho, Maine, Massachusetts, North Carolina, Ohio** and **Wyoming** – where teachers, but not principals, are subject to dismissal based on evaluation results. This kind of policy inconsistency sends a terrible message to teachers, and states will find themselves and their evaluation systems in real trouble if teachers or leaders are the only ones subject to consequences for performance evaluations for very long.



# Part Three.

## ➡ *Connecting* THE Dots

For both principal and teacher evaluations the critical question is whether the results are used to improve teaching and learning. The real power in performance-based evaluations lies in using teacher ratings to recognize and encourage effective instruction as well as prepare and value highly effective teachers.

Figure 23. Connecting the dots



As part of a comprehensive review of state teacher policy, NCTQ has tracked the extent to which states are connecting the dots between their evaluation systems and other teacher policies that could be well informed by evaluation results.

While there is still no state connecting all the dots, **Delaware**, **Florida** and **Louisiana** lead the nation when it comes to using teacher effectiveness data to inform other policies. Each of these states connects evaluation to nine of 11 related areas.

**Delaware, Florida and Louisiana lead the nation when it comes to connecting the dots by using evaluations of effectiveness to inform other teacher policies.**

Among the 35 states that have evaluations of teacher effectiveness in place that are significantly or mostly informed by student growth and achievement:

**A significant number of states are linking teacher effectiveness to employment policies.**

In 24 states with evaluations significantly informed by student achievement, teachers are eligible for dismissal based on evaluation ratings. In 19 states, evaluations of effectiveness are used to make decisions of consequence about teacher tenure. And in 15 of the states with more ambitious evaluation policies, districts are required to use improved evaluations to make better staffing decisions when and if layoffs become necessary.

There is still a great deal more states could do on this front. In 2015, in only nine states where teacher evaluations are informed in significant part by student achievement are those evaluations used to determine licensure advancement. Only **Delaware** and **Idaho** have policies considering evidence of effectiveness in granting licenses to out of state teachers.

**States aren't making the most of using evaluation findings to improve classroom practice.**

Twenty-nine of the states with ambitious teacher evaluations require that teachers with poor evaluations be placed on an improvement plan. While most of the states with ambitious evaluation systems (25 states) specifically require in state policy that teacher evaluation results be used to inform and shape professional development for all teachers, a recent paper by TNTP found no evidence that any particular kind or amount of professional development currently offered consistently helps teachers improve.<sup>8</sup> This isn't an indictment of professional development but the kind of help teachers get in a day and age where we are better positioned than ever before to reinvent professional development – providing tailored, specific, individualized support to meet teacher needs.

**Few states make effectiveness data available to the public.**

By necessity when implementing evaluations of effectiveness, states are moving towards better longitudinal data systems that can track student growth or value-added data, and linking those data to teachers of record. But it is also important for the public to have access to the effectiveness data. This doesn't mean that the results of individual teacher evaluations should

8 TNTP, *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development* (2015) retrieved at [http://tntp.org/assets/documents/TNTP-Mirage\\_2015.pdf](http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf)





be shared publicly. But it does mean that teacher effectiveness ratings should be reported to the public at the school and district level. Despite the fact that the capacity of most state data systems has improved greatly, there is still a dearth of data reported – particularly at the school level – that could shed light on the distribution of teacher talent and help inform policies for ensuring that students most in need of effective teachers have access to them. While an improvement since 2013, when only eight states required that teacher effectiveness ratings be reported at the school level, just 12 states now require the same.

### States could do a lot more to use evaluation data to better prepare future teachers.

Only 14 states with evaluations of effectiveness (up from eight in 2013) have adopted policies connecting the performance of students to their teachers and the institutions where their teachers were trained. Up from just three states in 2013, 11 states now use information from teacher evaluations to place teaching candidates with effective teacher mentors.

While anecdotally we know that some teacher preparation programs are using state observation evaluation tools to review student teaching, no state has taken a role in helping to define expectations for a novice-level teacher. Such an effort could benefit prospective teachers by clarifying and defining what needs to be learned in the classroom.

Figure 24. Connecting the dots:  
Among the 35 states with evaluations of teacher effectiveness in place:

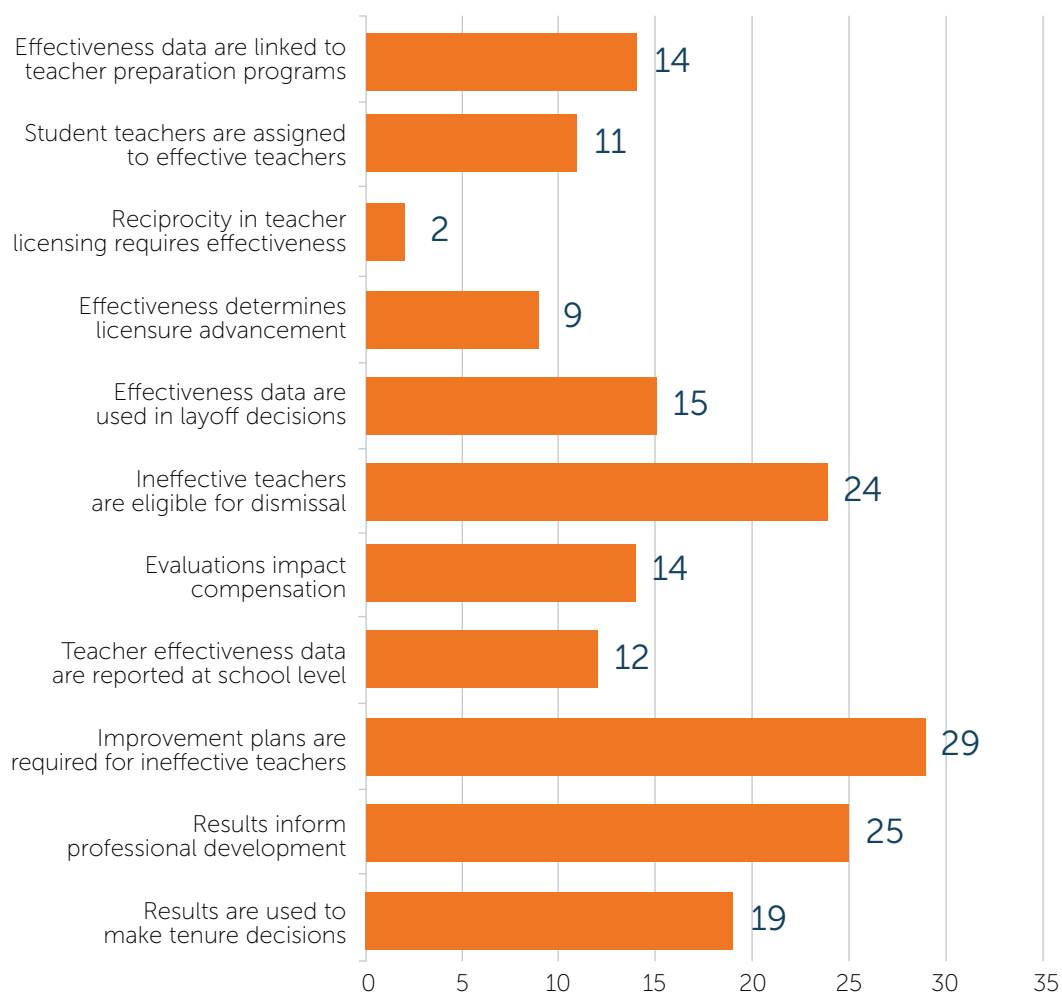


Figure 25. Connecting the dots (2015)

	Student growth is significant or preponderant	Teacher performance is considered in tenure decisions	Prof development is designed/assigned based on individual teachers' evaluation results for all teachers	Teachers rated ineffective must have improvement plan	Teacher effectiveness is reported at the school level	Teacher evaluations impact compensation	Teachers with ineffective ratings are eligible for dismissal	Decisions about layoffs consider teacher performance	Teacher evaluations are considered in decisions about licensure advancement	Evidence of effectiveness is considered in awarding licensure reciprocity	Teaching candidates in prep programs are assigned to practice teach in classrooms with effective teachers	Teacher prep program accountability is connected to the effectiveness of graduates
Alabama												
Alaska	✓	✓		✓			✓					
Arizona	✓	✓	✓	✓			✓				✓	
Arkansas	✓		✓	✓	✓	✓	✓				✓	
California												
Colorado	✓	✓	✓	✓	✓		✓	✓				✓
Connecticut	✓	✓	✓	✓			✓					
Delaware	✓	✓	✓	✓		✓	✓		✓		✓	✓
DC	✓		✓									
Florida	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
Georgia	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
Hawaii	✓	✓	✓	✓		✓	✓					
Idaho	✓	✓					✓		✓	✓		
Illinois	✓	✓		✓	✓		✓	✓	✓		✓	✓
Indiana	✓	✓		✓	✓	✓	✓	✓			✓	✓
Iowa												
Kansas	✓											
Kentucky	✓		✓	✓								
Louisiana	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Maine	✓		✓	✓			✓	✓				
Maryland	✓		✓	✓					✓			
Massachusetts		✓	✓	✓	✓		✓	✓			✓	✓
Michigan	✓	✓	✓	✓	✓	✓	✓	✓				✓
Minnesota	✓		✓	✓		✓	✓					
Mississippi	✓		✓	✓		✓	✓					
Missouri	✓			✓	✓			✓				✓
Montana												
Nebraska				✓								
Nevada	✓	✓				✓		✓				
New Hampshire												
New Jersey	✓	✓	✓	✓			✓					
New Mexico	✓		✓	✓			✓		✓			✓
New York	✓	✓	✓	✓	✓		✓				✓	
North Carolina	✓	✓	✓	✓	✓		✓					✓
North Dakota			✓									
Ohio	✓		✓	✓	✓	✓	✓	✓				✓
Oklahoma	✓	✓		✓		✓	✓	✓				
Oregon	✓		✓	✓							✓	
Pennsylvania	✓			✓	✓		✓		✓			
Rhode Island	✓		✓	✓				✓	✓		✓	✓
South Carolina		✓	✓	✓		✓						✓
South Dakota	✓		✓									
Tennessee	✓	✓	✓			✓	✓	✓			✓	✓
Texas								✓				✓
Utah			✓	✓		✓		✓	✓		✓	
Vermont												
Virginia	✓	✓	✓	✓			✓	✓				
Washington		✓		✓			✓	✓				
West Virginia			✓	✓			✓					
Wisconsin												
Wyoming		✓	✓				✓					
TOTAL	35	23	31	35	13	16	28	19	10	2	13	17

Note: Shaded states use student growth and achievement as a significant or preponderant criterion in teacher evaluations.

**Too few states are willing to take on the issue of teacher pay and lift the teaching profession by rewarding excellence.**

Unless pay scales change, evaluation is only going to be a feedback tool when it could be so much more. The traditional salary schedule used by most districts pays all teachers with the same inputs (i.e., experience and degree status) the same amount regardless of outcomes. Not only is following a mandated schedule inconsistent with most other professions, it may also deter talented individuals from considering a teaching career, as well as high-achieving teachers from staying in the field, because it offers no opportunity for financial reward for success. Combined with evaluations of effectiveness, performance pay provides an opportunity to reward those teachers who consistently achieve positive student results.

There are numerous examples of both state and district pay initiatives that have been undone by poor planning and administration. The methodology that allows for the measurement of teachers' contributions to student achievement is still developing, and evaluation systems based on teacher performance are new in many states. Performance pay programs must recognize these limitations. But states can still play an important role in supporting performance pay by setting guidelines (whether for a state-level program or for districts' own initiatives) that recognize the challenges in implementing a program well. In 2015, 16 states provide for performance pay for teachers but just seven states – **Florida, Hawaii, Indiana, Louisiana, Michigan, Nevada** and **Utah** – directly tie teacher compensation to teacher evaluation results. These states now require that districts build performance into salary schedules, moving away from bonus structures that teachers know may be subject to budget constraints and competing priorities.

Figure 26. Teacher compensation and classroom effectiveness

	Evaluation results factor into teacher salaries	Teachers can receive performance pay based on student achievement results
Alabama		
Alaska		
Arizona		
Arkansas		✓
California		
Colorado		
Connecticut		
Delaware		✓
DC		
Florida	✓	
Georgia		✓
Hawaii	✓	
Idaho		
Illinois		
Indiana	✓	
Iowa		
Kansas		
Kentucky		
Louisiana	✓	
Maine		
Maryland		
Massachusetts		
Michigan	✓	
Minnesota		✓
Mississippi		✓
Missouri		
Montana		
Nebraska		
Nevada	✓	
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		✓
Oklahoma		✓
Oregon		
Pennsylvania		
Rhode Island		
South Carolina		✓
South Dakota		
Tennessee		✓
Texas		
Utah	✓	
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin		
Wyoming		
TOTAL	7	9

Note: Shaded states use student growth and achievement as a significant or preponderant criterion in teacher evaluations.







# Part Four.

## ➡ Looking Ahead

NCTQ has been tracking teacher policy for a decade. Over that time, no policy has seen such dramatic transformation as teacher evaluation. It hasn't been an easy road for states – but it is a critically important path for the teaching profession. State policies for teacher effectiveness, the implementation of the Common Core, as well as transition to new college- and career-ready assessments, have almost every state in the country in flux. And the transition has generated much controversy about suspending state tests, accountability systems and teacher evaluation systems. States need to move forward with the recognition that the “perfect” system doesn't exist, and that states and districts will need to improve and refine teacher evaluation as they go. There will be tradeoffs in evaluation design at every fork in the road. As we look ahead, we share some parting thoughts:

### **Not all policy created under the guise of “effectiveness” is good policy.**

Some states seem to have gone way too far in the name of effectiveness and in the end have really simply just made policy that does not support teachers or students. **Kansas**, for example, has totally stripped due process rights from K-12 teachers, allowing only college professors in the state these rights. But a teacher who is terminated for ineffectiveness absolutely deserves an opportunity to appeal. In the interest of both the teacher and the school district, however, the state should ensure that this appeal occurs within a reasonable time frame and the dismissal process should not drag on indefinitely. Although Kansas is moving ahead with the evaluation system it committed to in its ESEA waiver, it still doesn't have a system that emphasizes student growth and performance. Perhaps if it did and could accurately identify ineffective teachers, the state wouldn't need to go so far in limiting due process for teachers.

**North Carolina** attempted to do away with tenure and implement a woefully inadequate performance pay plan that was knocked down by the courts. Districts were supposed to offer temporary four-year contracts with a bonus of \$500 per year to the top performing 25 percent of teachers. Teachers who accepted these contracts would be required to relinquish their tenure early. The courts found the law unconstitutional but perhaps more importantly, districts balked at being stuck trying to figure out how to identify the top 25 percent when the actual bonuses were so small.

### **Align principal and teacher evaluations.**

Our review of the principal evaluation landscape makes it clear that these systems are often an afterthought to state efforts to build and implement a teacher evaluation process. That's a problem – and it isn't only an issue of fairness. Principal evaluation needs to be higher on the state policy agenda because connecting the dots between teacher and principal policy is critical to helping both teachers and leaders improve outcomes for kids. Teachers and leaders should all be held accountable for ensuring that students learn, but principal evaluations must also capture the unique ways principals contribute to classroom success. Principals need to be evaluated on how well they implement teacher evaluations in their schools, use those results to promote improvement and act as instructional leaders for their staff.

### **Accentuate the positive.**

The annual survey of Tennessee teachers reveals that the way evaluations are framed matters. Teachers were asked if they perceived evaluator feedback to be focused more on improvement or more on judgment. Responses to this question were found to be significant predictors of teacher perceptions of the evaluation system. About two-thirds of teachers who perceive feedback to be primarily focused on improvement reported feeling satisfied with the teacher evaluation process. Only 18 percent of teachers who perceived feedback to be more focused on judgment reported that they were satisfied with the evaluation process.<sup>9</sup>

This is important because much of state action towards putting the brakes on evaluation consequences heightens the perception that teacher evaluation is an ominous enterprise aimed at punishing teachers when in fact there is a great deal to be gained from performance-based evaluation if used to raise the profession and the skills of all teachers.

### **Evaluation requires more work and more time. But it is time well spent – and technology can help.**

States and districts can do a great deal more to use technology to reduce the burden of paperwork and facilitate delivery of feedback to teachers. Technology such as tablets can provide forms and templates to help but the use of such technology is not yet very common. In addition, the use of video can be helpful for conducting multiple classroom observations. Researchers at the Center for Education Policy Research at Harvard University are finding that video technology can make the classroom observation process easier to implement, less costly and more valid and reliable.<sup>10</sup>

States and districts need to continue to work smarter, not just harder.

### **Don't forget why student assessment is so important.**

In an atmosphere where there is little to no appetite for standardized testing we've forgotten where we've come from. It wasn't long ago that parents had little information on how their

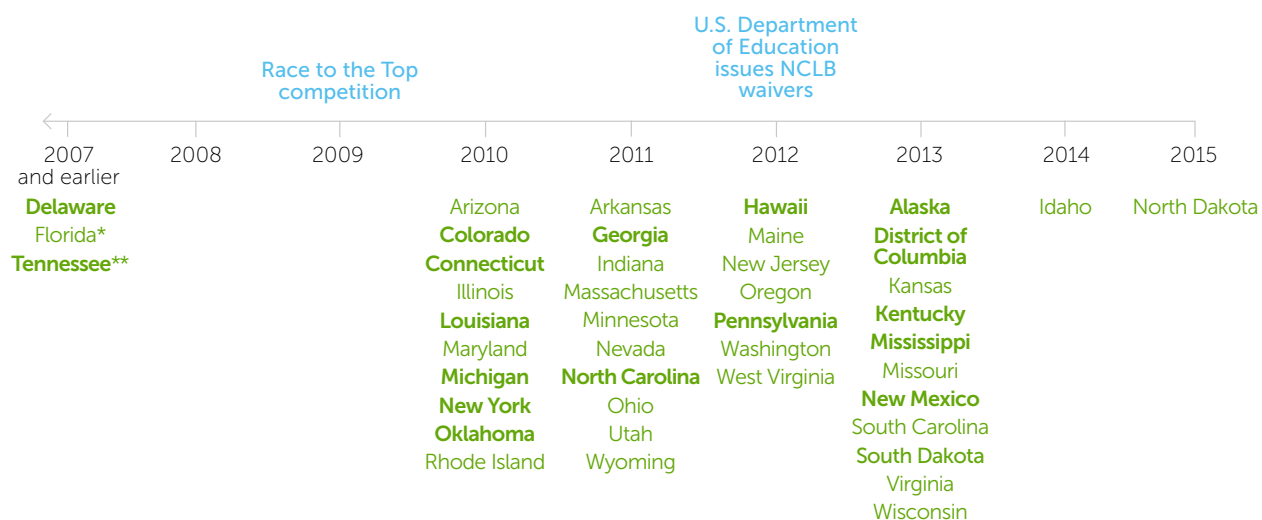
9 The Tennessee Consortium on Research, Evaluation and Development, *Educator Evaluation in Tennessee: Findings from the 2014 First to the Top Survey* (March 2015) retrieved at: [http://www.tnconsortium.org/data/files/gallery/ContentGallery/2014\\_FirstToTheTopSurveyReport.pdf](http://www.tnconsortium.org/data/files/gallery/ContentGallery/2014_FirstToTheTopSurveyReport.pdf)

10 Center for Policy Research in Education, *The Best Foot Forward Project* (2015) retrieved at: [http://cepr.harvard.edu/files/cepr/files/l4a\\_best\\_foot\\_forward\\_research\\_brief1.pdf?m=1443808234](http://cepr.harvard.edu/files/cepr/files/l4a_best_foot_forward_research_brief1.pdf?m=1443808234)



children performed and schools had no accountability for ensuring that students learned. Teacher organizations may be shooting down assessment for their own interests but we aren't serving kids by rejecting assessment. While there may well be places giving too many tests that provide little new or relevant information, this is a civil rights issue that cannot be pushed aside. But of course it doesn't matter how important it is if parents and the larger community don't recognize that importance. Communicating why assessment and performance measures matter is a critical task where there is clearly more work to be done.

Figure 27. Timeline for state adoption of teacher evaluation policies



**Bold states require student achievement/growth to be the preponderant criterion in teacher evaluations.**

\* Florida had been requiring student growth to be included in teacher evaluations for more than a decade before the state passed SB 736 – the legislation that required 50 percent student growth in 2011)

\*\* Tennessee passed landmark First to the Top legislation in 2010, which built on already existing requirements to include student achievement in teacher evaluations

**Incentives are a stronger lever for change than force when it comes to teacher effectiveness policy.**

With incentives for leaders, many states adopted performance-based teacher evaluations during the Race to the Top initiative or before waivers became part of the policy driver. Looking at the evaluation policy landscape today, we think that incentives are a better strategy than force. The field has achieved much more by providing resources to states willing, able and ready to engage in teacher effectiveness reforms than by twisting the arms of unwilling states to adopt effectiveness policies.

## Appendix A State summaries and recommendations

### Alabama



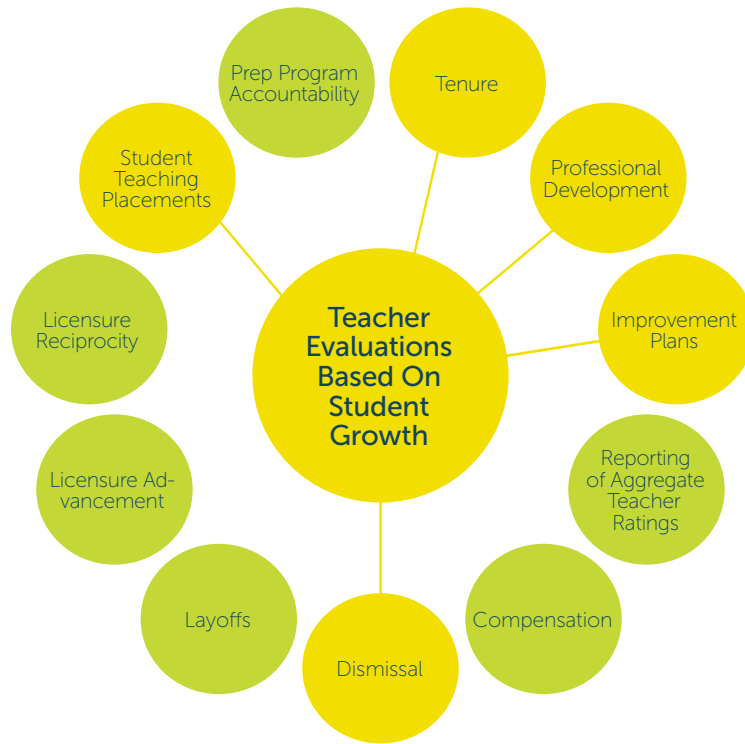
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	<b>No</b>	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able 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.
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.

## Alaska



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>Yes</b>	
Professional Development	<b>No</b>	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	<b>Yes</b>	
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>Yes</b>	
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.

Arizona



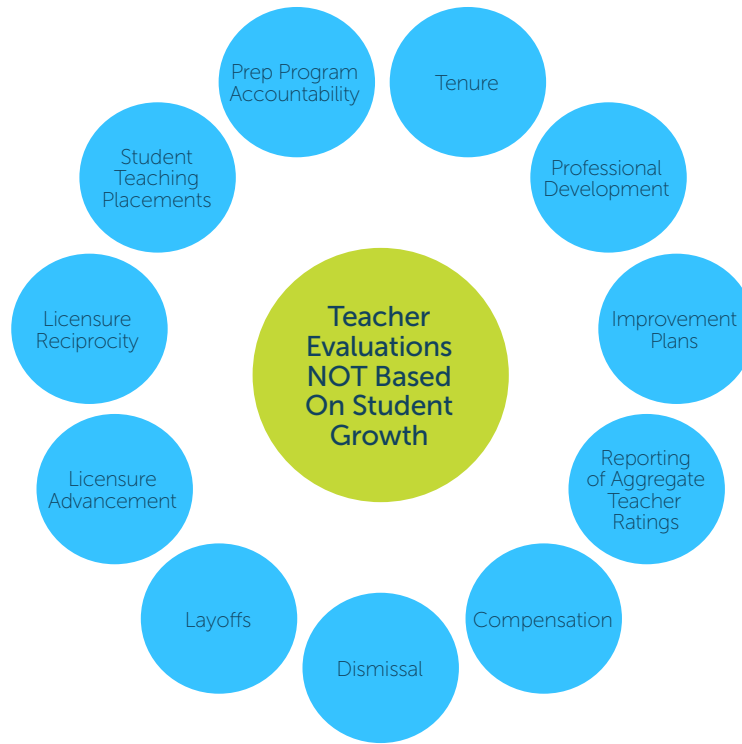
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
Licensure Reciprocity	No	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	Yes	
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Arkansas



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>No</b>	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
Reporting of Aggregate Teacher Ratings	<b>Yes</b>	
Compensation	<b>Yes</b>	
Dismissal	<b>Yes</b>	
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>	Include evidence of effectiveness, in addition to the Praxis III, in decisions about license renewal.
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>Yes</b>	
Prep Program Accountability	<b>No</b>	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

California



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	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	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

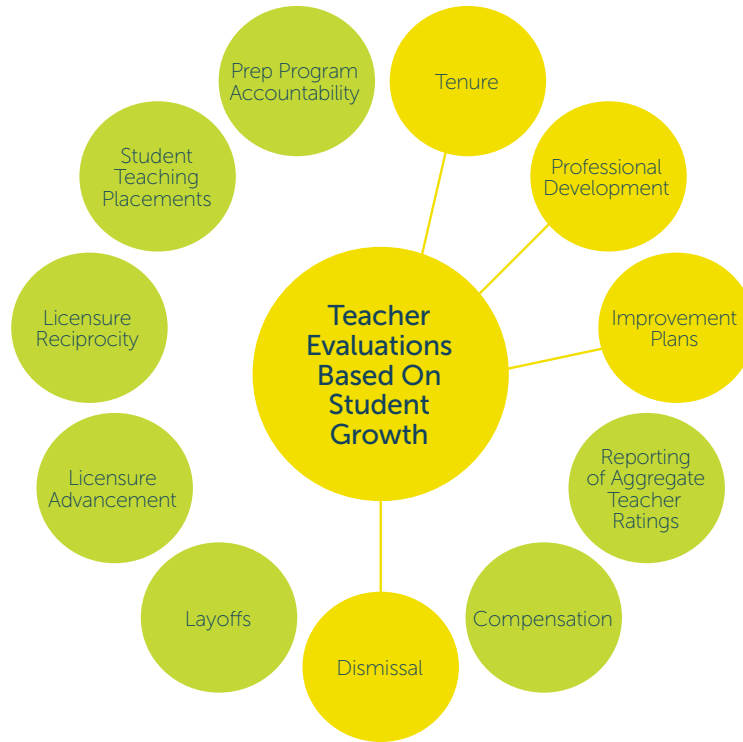


Colorado



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	Yes	

Connecticut



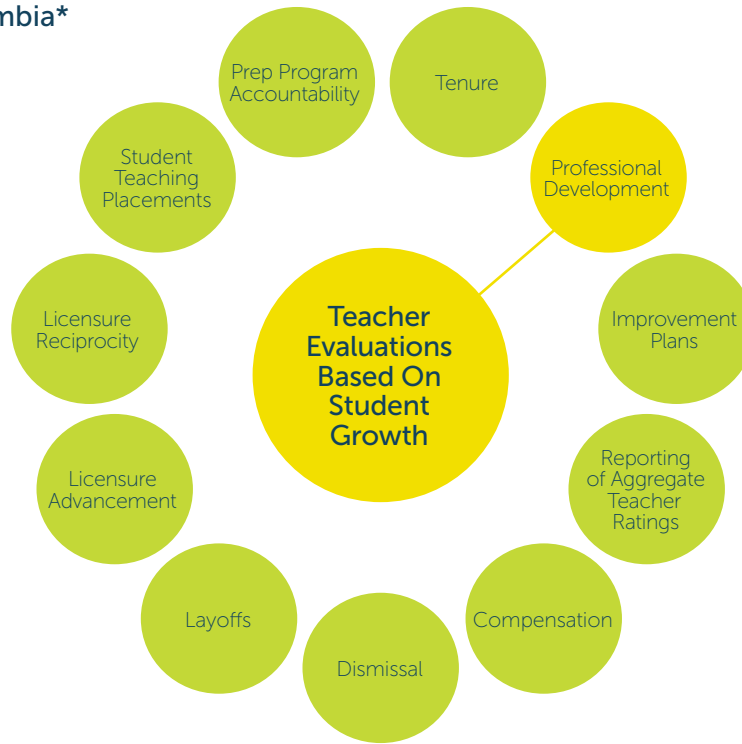
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Delaware



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	Yes	
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	Yes	
Licensure Reciprocity	Yes	
Student Teaching Placements	Yes	
Prep Program Accountability	Yes	

District of Columbia\*



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

\* For the purposes of this analysis, NCTQ examined the policies of the Office of the State Superintendent of Education (OSSE), the State Education Agency for Washington, D.C. -- not DCPS.

Florida



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	Yes	
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
Licensure Reciprocity	No	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	Yes	
Prep Program Accountability	Yes	

## Georgia



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>No</b>	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
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>Yes</b>	
Dismissal	<b>Yes</b>	
Layoffs	<b>Yes</b>	
Licensure Advancement	<b>Yes</b>	
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>Yes</b>	
Prep Program Accountability	<b>Yes</b>	

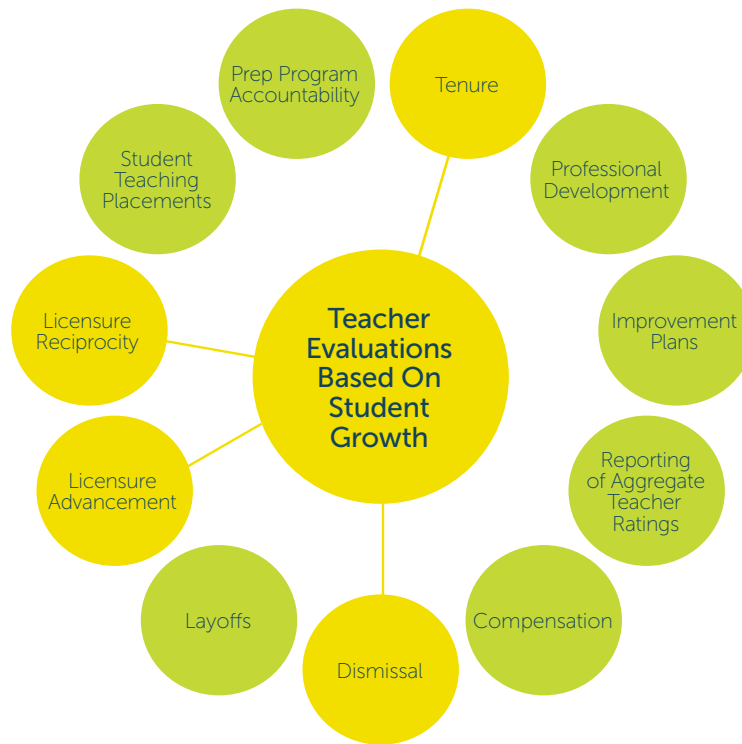


## Hawaii



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>Yes</b>	
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
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>Yes</b>	
Dismissal	<b>Yes</b>	
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 effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
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.

Idaho



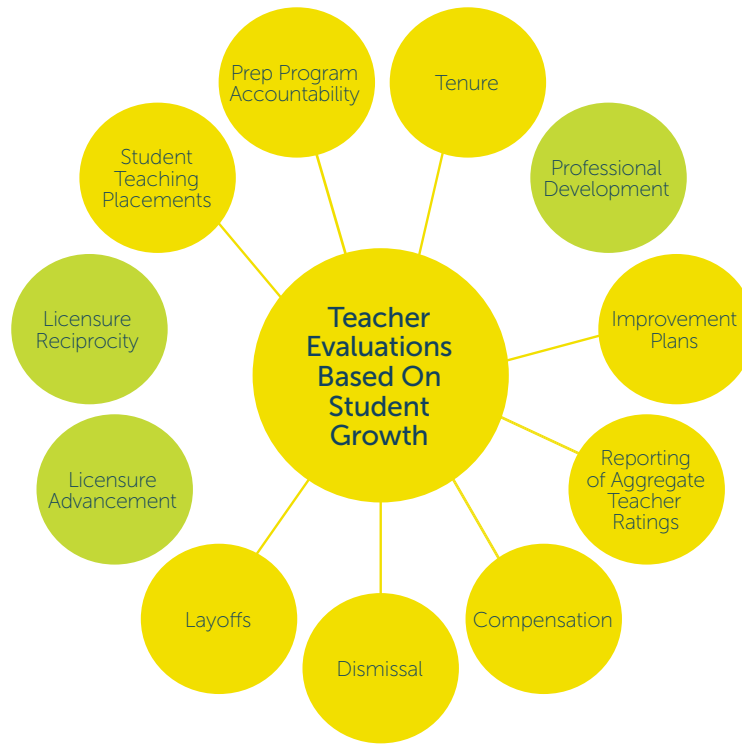
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>Yes</b>	
Professional Development	<b>No</b>	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement 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.
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>Yes</b>	
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>Yes</b>	
Licensure Reciprocity	<b>Yes</b>	
Student Teaching Placements	<b>No</b>	Place student teachers with cooperating teachers with evidence that they are effective in terms if 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.

## Illinois



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>Yes</b>	
Professional Development	<b>No</b>	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	<b>Yes</b>	
Reporting of Aggregate Teacher Ratings	<b>Yes</b>	
Compensation	<b>No</b>	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	<b>Yes</b>	
Layoffs	<b>Yes</b>	
Licensure Advancement	<b>Yes</b>	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses, in addition to the current policy which allows for license revocation of those with low ratings.
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>Yes</b>	
Prep Program Accountability	<b>Yes</b>	

Indiana



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	No	Strengthen current policy by requiring that all teachers receive professional development that is aligned with their evaluation results, not just those with low ratings.
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	Yes	
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	Yes	
Prep Program Accountability	Yes	

Iowa



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.
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 effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
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.

Kansas



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>N/A</b>	Kansas has eliminated tenure.
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.
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 effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
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.

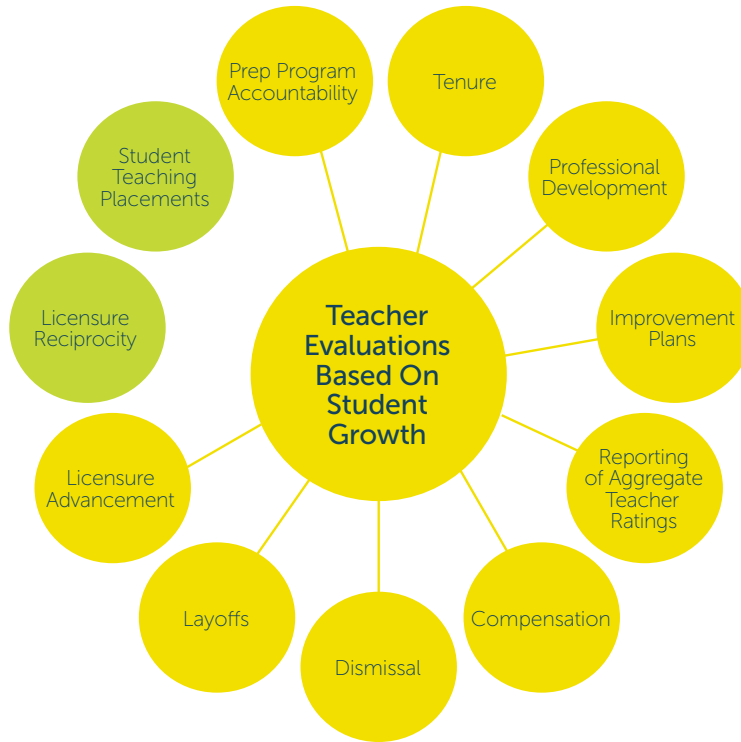


## Kentucky



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>No</b>	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
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 effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
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>	Collect data that connect student achievement gains to teacher preparation programs.

Louisiana



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	Yes	
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	Yes	
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	Yes	

## Maine



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Maryland



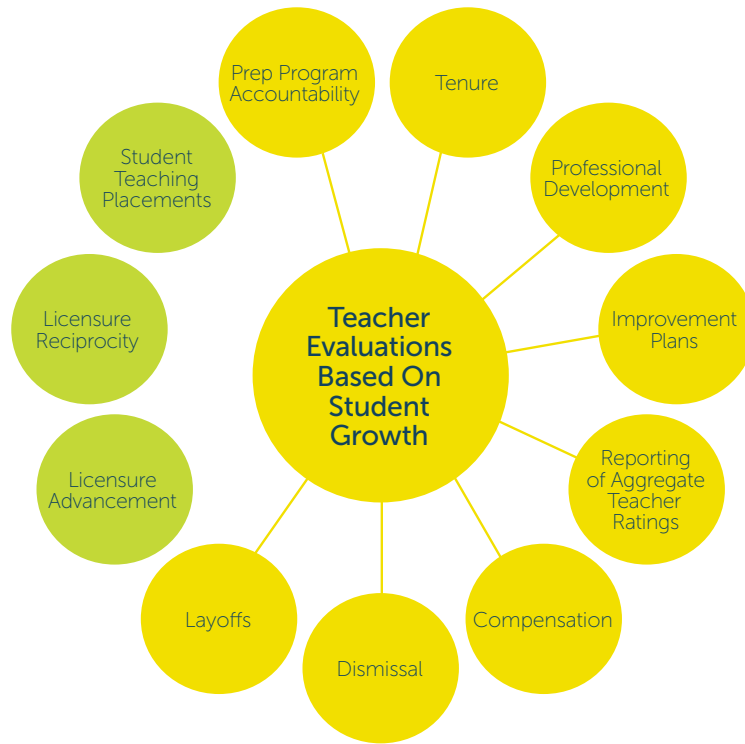
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	Yes	
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Massachusetts



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>Yes</b>	
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
Reporting of Aggregate Teacher Ratings	<b>Yes</b>	
Compensation	<b>No</b>	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	<b>Yes</b>	
Layoffs	<b>Yes</b>	
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>Yes</b>	
Prep Program Accountability	<b>Yes</b>	

Michigan



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	Yes	
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew certificates or advance their licenses at all levels.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	Yes	

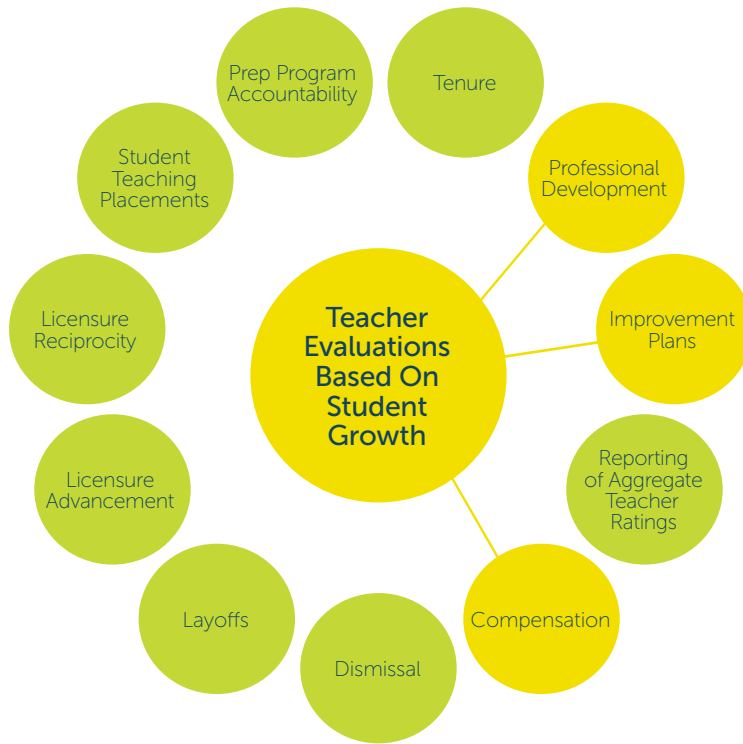


## Minnesota



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	Yes	
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Mississippi



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	Yes	
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew certificates or advance their licenses at all levels.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Missouri



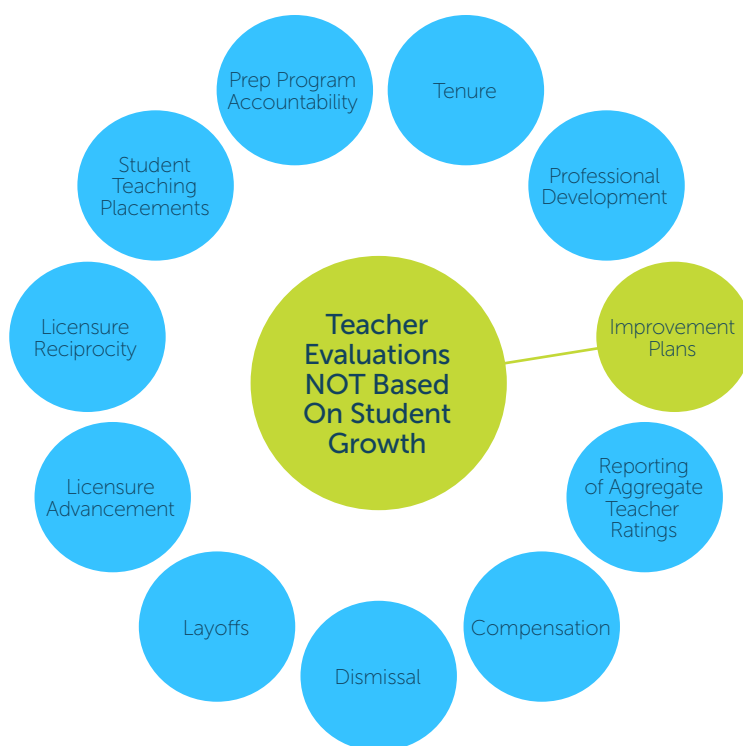
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>No</b>	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	<b>No</b>	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	<b>Yes</b>	
Reporting of Aggregate Teacher Ratings	<b>Yes</b>	
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>Yes</b>	
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>Yes</b>	

Montana



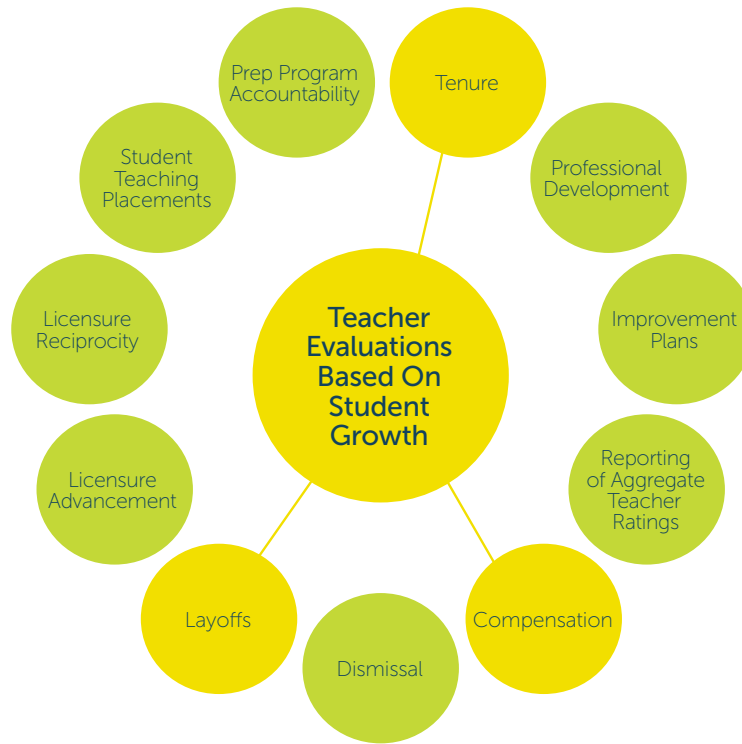
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Nebraska



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	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	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Nevada



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>Yes</b>	
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.
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>Yes</b>	
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>Yes</b>	
Licensure Advancement	<b>No</b>	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew certificates or advance their licenses at all levels.
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.

## New Hampshire

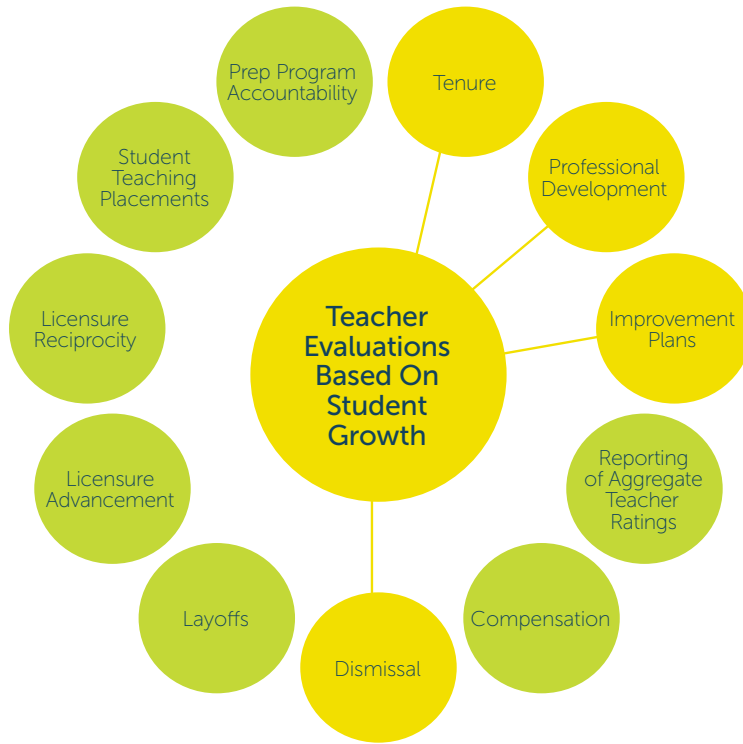


Is state connecting this policy area to teacher evaluation/ effectiveness?

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.
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.



New Jersey



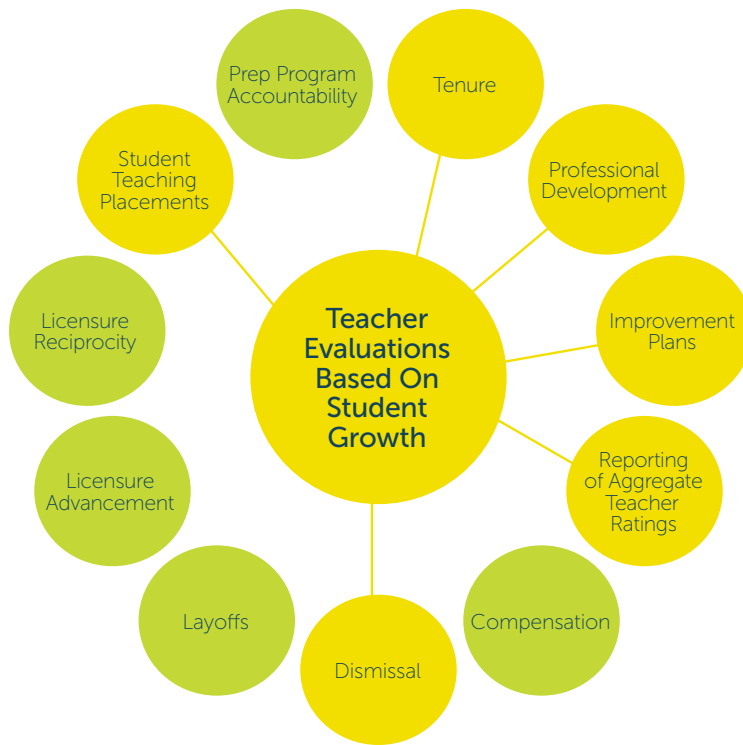
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>Yes</b>	
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
Reporting of Aggregate Teacher Ratings	<b>No</b>	Make aggregate school-level data about teacher 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>Yes</b>	
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.

New Mexico



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	Yes	
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	Yes	

New York



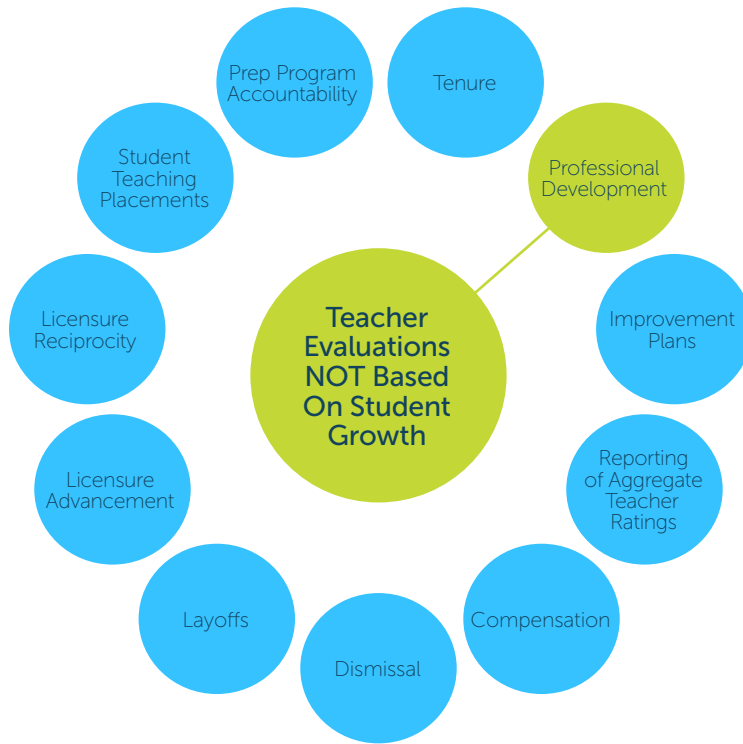
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	Yes	
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## North Carolina



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>Yes</b>	
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
Reporting of Aggregate Teacher Ratings	<b>Yes</b>	
Compensation	<b>No</b>	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	<b>Yes</b>	
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>Yes</b>	

North Dakota



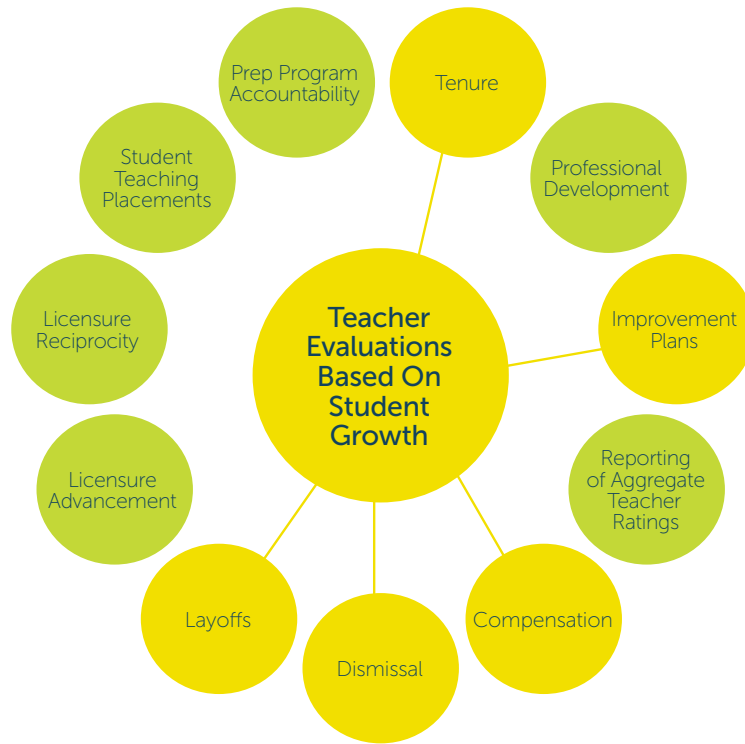
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Ohio



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	Yes	
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	Yes	

Oklahoma



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	Yes	
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

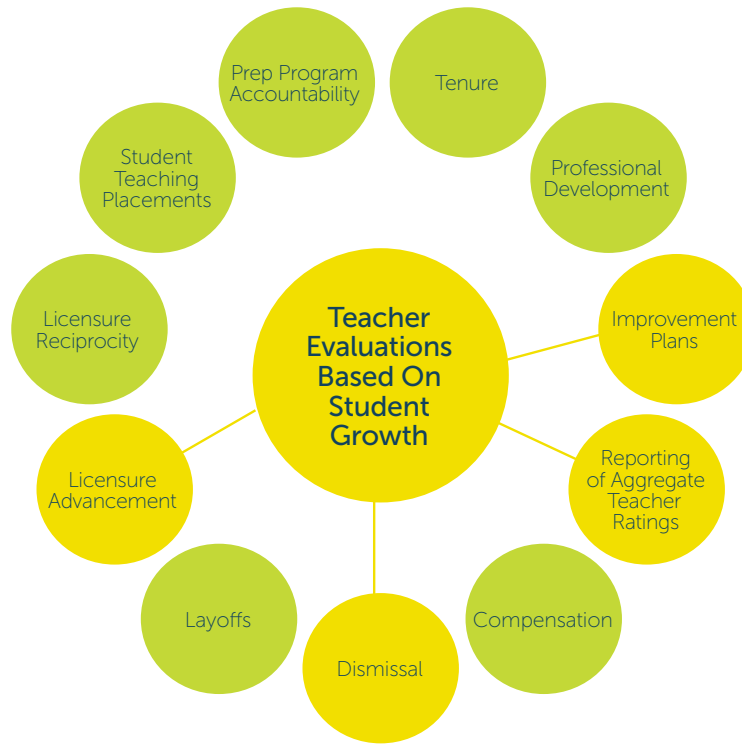


## Oregon



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	<b>No</b>	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
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>	Develop a more explicit definition of ineffectiveness 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>Yes</b>	
Prep Program Accountability	<b>No</b>	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Pennsylvania



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	Yes	
Compensation	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	Yes	
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Rhode Island



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	Yes	
Licensure Advancement	Yes	
Licensure Reciprocity	No	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	Yes	
Prep Program Accountability	Yes	

South Carolina



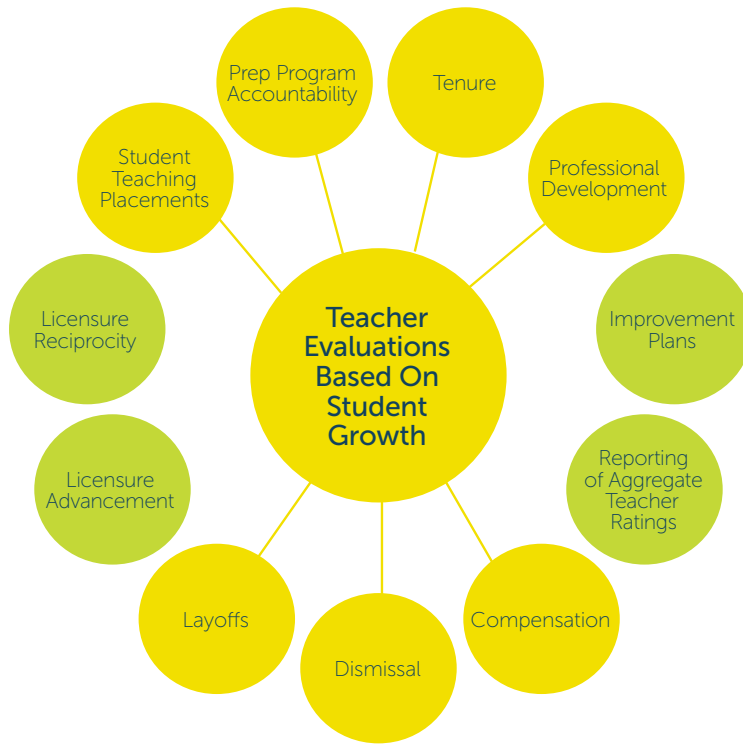
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	<b>No</b>	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	<b>Yes</b>	
Professional Development	<b>Yes</b>	
Improvement Plans	<b>Yes</b>	
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>Yes</b>	
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>Yes</b>	

## South Dakota



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Tennessee



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	Yes	
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	Yes	
Prep Program Accountability	Yes	

Texas

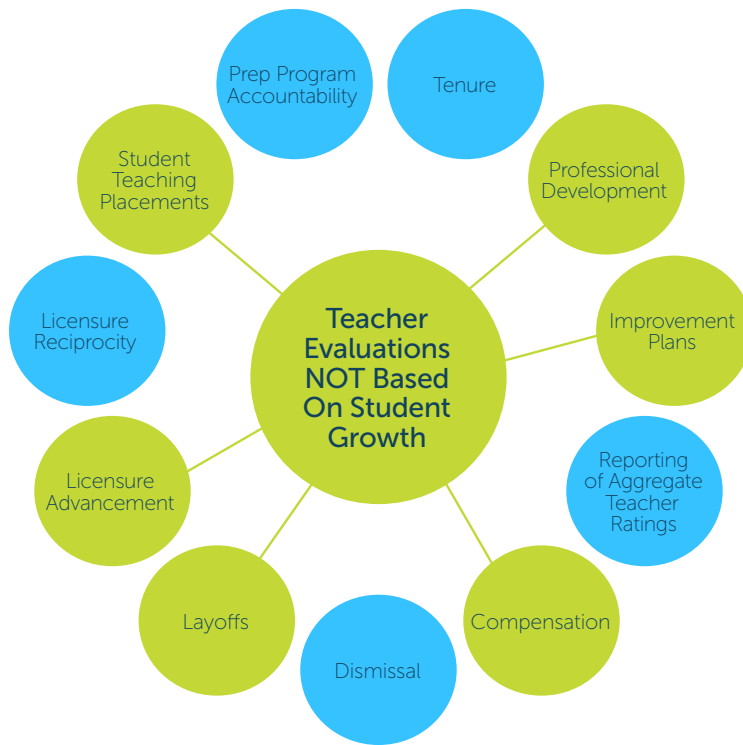


Is state connecting this policy area to teacher evaluation/ effectiveness?

POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	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	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	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	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	Yes	



Utah



Is state connecting this policy area to teacher evaluation/ effectiveness?

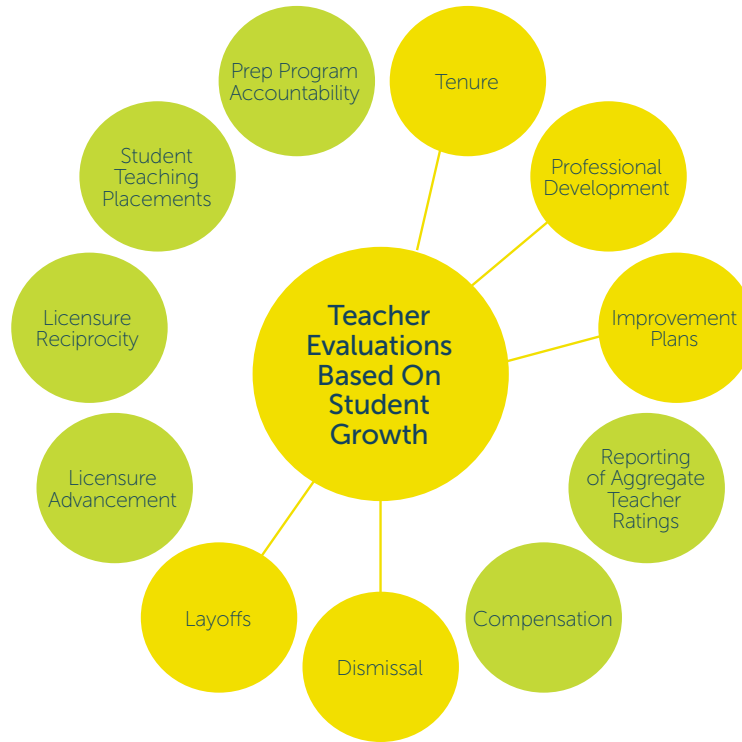
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	Yes	
Dismissal	No	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	Yes	
Licensure Advancement	Yes	
Licensure Reciprocity	No	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	Yes	
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Vermont



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.
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.

Virginia



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	Yes	
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	Yes	
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Washington



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>Yes</b>	
Professional Development	<b>No</b>	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	<b>Yes</b>	
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>Yes</b>	
Layoffs	<b>Yes</b>	
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.

West Virginia



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	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	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

## Wisconsin



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.
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.

Wyoming



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	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	Yes	
Professional Development	Yes	
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	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	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	Yes	
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	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	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.





## Appendix B State requirements for including measures of student growth and achievement in teacher evaluations (2010-2015)

	2010	2011	2012	2013	2014	2015
Alabama	none	none	none	none	none	none
Alaska	none	none	none	preponderant	preponderant	preponderant
Arizona	some	significant	significant	significant	significant	significant
Arkansas	none	some	some	significant	significant	significant
California	none	none	none	none	none	none
Colorado	preponderant	preponderant	preponderant	preponderant	preponderant	preponderant
Connecticut	some	some	significant	preponderant	preponderant	preponderant
Delaware	preponderant	preponderant	preponderant	preponderant	preponderant	preponderant
DC	none	none	none	some	some	preponderant
Florida	preponderant	preponderant	preponderant	preponderant	preponderant	significant
Georgia	none	some	some	preponderant	preponderant	preponderant
Hawaii	none	none	significant	preponderant	preponderant	preponderant
Idaho	none	preponderant	none	none	significant	significant
Illinois	some	significant	significant	significant	significant	significant
Indiana	none	significant	significant	significant	significant	significant
Iowa	none	none	none	none	none	none
Kansas	none	none	none	significant	significant	significant
Kentucky	none	none	none	significant	significant	preponderant
Louisiana	preponderant	preponderant	preponderant	preponderant	preponderant	preponderant
Maine	none	none	some	some	some	significant
Maryland	preponderant	preponderant	preponderant	significant	significant	significant
Massachusetts	none	some	some	some	some	some
Michigan	some	preponderant	preponderant	preponderant	preponderant	preponderant
Minnesota	none	significant	significant	significant	significant	significant
Mississippi	none	none	none	preponderant	preponderant	preponderant
Missouri	none	none	none	significant	significant	significant
Montana	none	none	none	none	none	none
Nebraska	none	none	none	none	none	none
Nevada	none	preponderant	preponderant	preponderant	preponderant	significant
New Hampshire	none	none	none	none	none	none
New Jersey	none	none	some	significant	significant	significant
New Mexico	none	none	none	preponderant	preponderant	preponderant
New York	some	significant	significant	significant	significant	preponderant
North Carolina	none	some	some	preponderant	preponderant	preponderant
North Dakota	none	none	none	none	none	some
Ohio	some	preponderant	preponderant	preponderant	preponderant	significant
Oklahoma	preponderant	preponderant	preponderant	preponderant	preponderant	preponderant
Oregon	none	none	significant	significant	significant	significant
Pennsylvania	none	none	significant	preponderant	preponderant	preponderant
Rhode Island	preponderant	preponderant	preponderant	preponderant	preponderant	significant
South Carolina	none	none	none	significant	significant	some
South Dakota	none	none	none	significant	significant	significant
Tennessee	preponderant	preponderant	preponderant	preponderant	preponderant	preponderant
Texas	none	none	none	none	none	none
Utah	none	some	some	significant	significant	some
Vermont	none	none	none	none	none	none
Virginia	none	none	none	significant	significant	significant
Washington	none	none	some	some	some	some
West Virginia	none	none	some	some	some	some
Wisconsin	none	none	none	preponderant	some	some
Wyoming	none	some	some	some	some	some

## Appendix C State policy on use of surveys in teacher evaluations (2015)

	Student surveys required	Parent surveys required	Peer surveys required	Surveys required but type unspecified	Surveys explicitly not permitted	No policy on surveys
Alabama						✓
Alaska	✓	✓	✓			
Arizona	✓	✓				
Arkansas	✓	✓				
California						✓
Colorado	✓	✓	✓			
Connecticut <sup>1</sup>	✓	✓	✓			
Delaware						✓
DC	✓	✓	✓			
Florida <sup>2</sup>	✓	✓				
Georgia	✓					
Hawaii	✓					
Idaho	✓	✓				
Illinois						✓
Indiana						✓
Iowa <sup>3</sup>	✓	✓	✓			
Kansas	✓	✓				
Kentucky	✓					
Louisiana						✓
Maine <sup>4</sup>			✓			
Maryland						✓
Massachusetts	✓					
Michigan						✓
Minnesota	✓					
Mississippi	✓					
Missouri	✓	✓	✓			
Montana						✓
Nebraska		✓				
Nevada	✓					
New Hampshire						✓
New Jersey						✓
New Mexico	✓	✓				
New York					✓	
North Carolina	✓	✓				
North Dakota	✓	✓	✓			
Ohio	✓					
Oklahoma	✓					
Oregon	✓	✓				
Pennsylvania	✓	✓				
Rhode Island						✓
South Carolina	✓	✓				
South Dakota						✓
Tennessee	✓					
Texas						✓
Utah	✓	✓				
Vermont	✓	✓				
Virginia	✓					
Washington	✓					
West Virginia						✓
Wisconsin	✓	✓				
Wyoming	✓					

✓ = Required    ✓ = Allowed

1 Connecticut requires parent or peer feedback; whole-school or student feedback.

2 Florida allows "objectively reliable survey info from students and parents based on teaching practices that are consistently associated with higher student achievement. The state also requires evaluations to include performance data from multiple measures, including "opportunities for parents to provide input."

3 In Iowa, surveys not explicit; "supporting documentation" from parents, students and teachers is required.

4 Peer review is for formative evaluation purposes only, unless peer is trained as evaluator and teacher chooses to include peer review as part of summative effectiveness rating. Student/parent surveys were allowed to be considered by statute; rules do not include them.



## Appendix D State testing system implementation timelines

	Test	Implementation timeline
Alabama	ACT Aspire	Grade 3-8 students first took test in fall 2014; 10th graders will begin taking the test in 2016
Alaska	Alaska Measures of Progress	Spring 2015
Arizona	AzMERIT	Spring 2015
Arkansas	PARCC	2014-15: baseline data; 2015-16: used as external assessment measure required by TESS
California	Smarter Balanced	Spring 2015
Colorado	PARCC	Spring 2015
Connecticut	Smarter Balanced	Spring 2015
Delaware	Smarter Balanced	Spring 2015
DC	PARCC	Spring 2015
Florida	Florida Standards Assessment	SY 2014-15
Georgia	Georgia Milestones Assessment	SY 2014-15
Hawaii	Smarter Balanced	Spring 2015
Idaho	Smarter Balanced	Spring 2015
Illinois	PARCC	Spring 2015
Indiana	ISTEP	This is the state's existing test; Pearson is supposed to take over ISTEP beginning spring 2016.
Iowa	Iowa Assessments	This is the state's existing test.
Kansas	KCCRS-aligned assessments	Spring 2016
Kentucky	K-PREP (3-8); ACT (HS)	2011-12
Louisiana	PARCC (3-8)/ACT/end-of-course tests (HS)	Spring 2015
Maine	Smarter Balanced	Spring 2015
Maryland	PARCC	Spring 2015
Massachusetts	Undecided	Board is expected to decide in fall 2015 whether PARCC will replace MCAS tests.
Michigan	M-STEP Michigan Student Test of Educational Progress	Spring 2015
Minnesota	Minnesota Comprehensive Assessments	Spring 2015
Mississippi	Undecided	In January 2015 the state pulled out of PARCC consortium. Report in April says state has contracted with Questar Assessments to administer tests next year.
Missouri	Map (3-8); End of course tests (HS)	State dropped Smarter Balanced; is likely to purchase an off-the-shelf assessment for next year then develop its own down the road.
Montana	Smarter Balanced	Due to technical difficulties, Smarter Balanced test was optional for districts in spring 2015.
Nebraska	Nebraska State Accountability	Spring 2014
Nevada	Smarter Balanced (3-8); Undecided (HS)	Spring 2015
New Hampshire	Smarter Balanced	Spring 2015
New Jersey	PARCC	Spring 2015
New Mexico	PARCC	Spring 2015
New York	New York State Assessments	Realigned spring 2013. It is now believed that the state will develop its own test for use by spring 2017.
North Carolina	End of grade/End of course tests	Part of Smarter Balanced consortium, but no budget for new tests; unclear how state plans to proceed.
North Dakota	Smarter Balanced	Spring 2015
Ohio	PARCC	Spring 2015
Oklahoma	Oklahoma Core Curriculum test (3-8); End of instruction tests (HS)	Spring 2015
Oregon	Smarter Balanced	Spring 2015
Pennsylvania	PA System of School Assessment (3-8); Keystone Exams (HS)	Revised in 2015
Rhode Island	PARCC	Spring 2015
South Carolina	ACT Aspire (3-8); ACT (HS)	Spring 2015
South Dakota	Smarter Balanced	Spring 2015

State of the States 2015

	Test	Implementation timeline
Tennessee	TNReady	SY 2015-16
Texas	State of Texas Assessments of Academic Readiness	Spring 2012
Utah	Student Assessment of Growth & Excellence	Spring 2014
Vermont	Smarter Balanced	Spring 2015
Virginia	Standards of Learning	SY 2014-15
Washington	Smarter Balanced	Spring 2015
West Virginia	Smarter Balanced	Spring 2015
Wisconsin	Smarter Balanced (3-8); ACT (HS)	Spring 2015
Wyoming	Proficiency Assessments for Wyoming Student (3-8); ACT (HS)	2013; the Wyoming Assessment Task Force was formed in the spring of 2015 to study options for future statewide assessments; will present work to the board in September 2015.

## Appendix E Principal evaluation policy (2015)



	Principal evaluation system applies to what leaders?
Alabama	Applies to principals.
Alaska	Statute applies to "teachers, administrators and special service providers."
Arizona	Applies to ALL principals.
Arkansas	LEADS has a rubric for principals, assistant principals and building/district leaders.
California	State's evaluation policy refers to "all certificated personnel."
Colorado	Applies to principals/assistant principals.
Connecticut	Administrator evaluations apply to: deputy superintendent, assistant superintendent, principal, assistant principal, curriculum coordinator, supervisor of instruction or any person with primary responsibility for directing or coordinating or managing certified staff and resources, or any person responsible for summative evaluation of certified staff.
Delaware	DPAS-II for Administrators is now divided into four systems. Each system contains a rubric and guide for each role: principal, assistant principal, district leader, superintendent.
DC	DCPS has separate guidebooks for principals and for assistant principals.
Florida	Statute refers to "instructional personnel and school administrator performance evaluations."
Georgia	The Leader Keys Effectiveness System is designed for principals and assistant principals.
Hawaii	CESSA applies to principals.
Idaho	Applies to principals.
Illinois	Applies to principals and assistant principals.
Indiana	Requirements pertain to "certificated employees."
Iowa	Applies to Administrators.
Kansas	Guidelines apply to all educators (teachers and administrators).
Kentucky	PPGES applies to principals and assistant principals.
Louisiana	Applies to administrators, which are defined as principals, assistant principals and academic deans.
Maine	PEPG Systems apply to educators, defined as a teacher or a principal.
Maryland	Applies to principals.
Massachusetts	Administrator is defined as superintendents/assistant superintendents; principal/assistant principal; supervisor/director; special education administrator; school business administrator.
Michigan	Applies to superintendent, principal, assistant principal, administrator of instructional programs.
Minnesota	Applies to principals.
Mississippi	Applies to principals, assistant principals and CTE directors.
Missouri	Essential principles apply to all educator evaluations.
Montana	Applies to all educators.
Nebraska	Evaluation policy applies to all "certificated employees," which include teachers and administrators.
Nevada	Administrator: employed by a school district who provides primarily administrative services at the school level and who does not provide primarily direct instructional services to pupils, regardless of whether licensed as a teacher or administrator, including, without limitation, a principal and vice principal.
New Hampshire	Under development.
New Jersey	Applies to principals, vice principals and assistant principals.
New Mexico	Applies to "school leaders," defined as principals or assistant principals.
New York	Applies to "building principals."
North Carolina	Applies to principals and assistant principals.
North Dakota	Applies to principals.
Ohio	Applies to all teachers, which are defined as "all persons licensed to teach and who are employed in the public schools of this state as instructors, principals, supervisors, superintendents, or in any other educational position for which the state board of education requires licensure."
Oklahoma	Applies to "leaders," defined as a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers.
Oregon	Applies to administrators.
Pennsylvania	Applies to principals/school leaders.
Rhode Island	Applies to anyone working under a Building Level Administrator certification.
South Carolina	Applies to principals.
South Dakota	Applies to principals.
Tennessee	Applies to principals/assistant principals.
Texas	T-PESS (pilot) will apply to all principals.
Utah	Applies to "educators," defined as an individual employed by a school district who is required to hold a professional license (except for a superintendent).
Vermont	Applies to principals/leaders.
Virginia	Applies to principals/assistant principals.
Washington	Applies to principals.
West Virginia	Applies to "educators," defined as school leaders (principals/assistant principals), teachers and counselors.
Wisconsin	Applies to principals.
Wyoming	Applies to school and district leadership, including superintendents, principals, and other district or school leaders serving in a similar capacity.

## Appendix F Evidence used to determine student growth scores for teacher evaluation (2015)

	State uses classroom-level data for individual teacher growth scores	State uses schoolwide scores for individual teacher growth scores	Not articulated in evaluation policy	State does not require evidence of student growth
Alabama				✓
Alaska				
Arizona	✓			
Arkansas	✓			
California				✓
Colorado	✓	✓ (flexible)		
Connecticut	✓			
Delaware	✓			
DC				
Florida	✓			
Georgia	✓			
Hawaii	✓			
Idaho			✓	
Illinois			✓	
Indiana			✓	
Iowa				✓
Kansas			✓	
Kentucky			✓	
Louisiana	✓			
Maine			✓	
Maryland	✓			
Massachusetts				
Michigan			✓	
Minnesota			✓	
Mississippi	✓	✓ (20%)		
Missouri			✓	
Montana				✓
Nebraska				✓
Nevada			✓	
New Hampshire				✓
New Jersey	✓			
New Mexico			✓	
New York			✓	
North Carolina	✓	✓		
North Dakota			✓	
Ohio	✓			
Oklahoma	✓			
Oregon			✓	
Pennsylvania	✓	✓ (15%)		
Rhode Island	✓			
South Carolina	✓			
South Dakota			✓	
Tennessee	✓			
Texas				✓
Utah			✓	
Vermont				✓
Virginia			✓	
Washington	✓	✓		
West Virginia	✓	✓ (5%)		
Wisconsin		✓ (5%)		
Wyoming			✓	
TOTAL	21	7	18	8

## Appendix G State requirements on teacher evaluation observations (2015)



	State requires multiple teacher observations for...	Observation requirements
Alabama	none	At least two unannounced per year.
Alaska	some	Required; two annual classroom observations specified for probationary teachers.
Arizona	some	At least two per year.
Arkansas	some	Both formal and informal observations are required.
California	none	Not specified.
Colorado	some	Required; at least two per year specified for new teachers.
Connecticut	all	Three formal observations for new and below standard teachers; combination of three formal observations/reviews of practice for others.
Delaware	some	Two announced and one unannounced for new teachers; for tenured teachers typically one announced and one unannounced per year.
DC	all	Not specified.
Florida	some	Required; Newly hired teachers must be observed at least twice in their first year of teaching.
Georgia	all	Multiple classroom observations required.
Hawaii	some	Formal observation required at least twice each school year.
Idaho	all	Two annual classroom observations required.
Illinois	some	All new and ineffective teachers must be observed three times per year, all others must be observed twice.
Indiana	all	Minimum of two observations per year required.
Iowa	none	Required, but number not specified.
Kansas	some	Not specified.
Kentucky	some	Multiple observations are required for nontenured teachers and teachers with unsatisfactory observation results.
Louisiana	some	At least two observations are required each year. One observation may be waived for teachers who have earned a highly effective rating.
Maine	none	Observation must occur throughout the year for all teachers.
Maryland	some	At least two observations per year.
Massachusetts	none	Classroom observations are required.
Michigan	some	Required; multiple observations must be conducted.
Minnesota	some	Classroom observations are required; however, it does not appear they are guaranteed to occur on an annual basis.
Mississippi	all	All teachers must to receive at least two formal classroom observations. A minimum of five walkthrough classroom visits are also required.
Missouri	none	"Multiple sources of evidence from a variety of different measures," including observations, are required.
Montana	none	Not specified.
Nebraska	some	Classroom observations are required for probationary teachers; not explicitly required for others.
Nevada	some	At least one observation per year required.
New Hampshire	none	Not specified.
New Jersey	all	Multiple observations are required.
New Mexico	all	Classroom observations are required.
New York	all	Multiple classroom observations are required.
North Carolina	some	Classroom observations are required.
North Dakota	none	Observations not explicitly required.
Ohio	some	Annual observations and walkthroughs required.
Oklahoma	some	Classroom observations are required.
Oregon	some	Classroom observations are required.
Pennsylvania	some	Classroom observations are required.
Rhode Island	all	At least three annual observations required.
South Carolina	some	Classroom observations are required.
South Dakota	none	Classroom observations are required.
Tennessee	all	Classroom observations are required.
Texas	some	Not specified.
Utah	some	"A reasonable number of observation periods for an evaluation to insure adequate reliability" is required.
Vermont	none	Not specified.
Virginia	some	Classroom observations are required for probationary teachers.
Washington	all	All teachers must be observed at least twice each school year.
West Virginia	some	Nonprobationary teachers in their fourth and fifth years of teaching must be observed at least two times; observations are not required after year 5 unless requested by a principal.
Wisconsin	none	At least two observations are required each year.
Wyoming	none	Not specified.

## Appendix H Student growth in teacher and principal evaluations (2015)

	Weight of student growth for principals	Weight of student growth for teachers	How are student growth measures defined for principals?	How are student growth measures defined for teachers?
Alabama	n/a	n/a		
Alaska	50%	50%	2-4 valid reliable measures of student growth including statewide assessments, used to determine the educator's performance on the student learning standard.	2-4 valid reliable measures of student growth including statewide assessments, used to determine the educator's performance on the student learning standard.
Arizona	33-50%	33-50%	33% must be school-level data: assessments, school achievement profiles, student academic progress goals, other valid/reliable data (system/program-level data can account for additional 17%)	For teachers, 33% must be classroom-level data (school-level data can account for additional 17%)
Arkansas	Some	"Significant"		SOAR value
California				
Colorado	50%	50%	Student longitudinal growth must carry the greatest weight, plus one other measure of student academic growth.	For teachers, multiple measures including assessment data if applicable.
Connecticut	45%	45%	22.5% test scores; 22% on two locally determines measures.	22% state test scores; 22% may be at most, one additional standardized indicator, or at least one nonstandardized indicator.
Delaware	Cannot receive a rating of effective if he or she has ineffective growth rating.	Cannot receive a rating of effective if he or she has ineffective growth rating.	Two parts: test scores and locally selected measure	State assessments and content assessments.
DC				
Florida	One-third	One-third	State assessments	State assessments
Georgia	Student Growth 50%; Achievement Gap Reduction 20%	Preponderant (matrix)	Student growth percentile	Student growth percentile
Hawaii	50%	50%	Principal sets 5 targets during the Pre-Evaluation Conference, two of which are based on math and reading proficiency from the statewide test. The remaining three targets are set based on a list of achievement indicators.	Growth Model 25%; SLO 25%
Idaho	33%	33%	State assessments	State assessments
Illinois	Significant: 30%	Significant: 30%	District must identify at least 2 assessments, either Type I or Type II, which will provide data.	District must identify at least 2 assessments, either Type I or Type II, which will provide data.
Indiana	"Significant"	"Significant"	Assessment results	Assessment results
Iowa	n/a	n/a		
Kansas	"Significant"	"Significant"	Multiple measures including state assessments	Multiple measures including state assessments
Kentucky	A matrix system indicates that low student growth can only result in either a developing or ineffective summative rating.	A matrix system indicates that low student growth can only result in either a developing or ineffective summative rating.	A state contribution goal and a local contribution goal.	At least one student growth goal.
Louisiana	50%	50%	School performance score growth.	Value added m
Maine	"Significant"	"Significant"	State assessment growth data	State assessment growth data
Maryland	"Significant"	"Significant"	Tests 20%; LEA proposed objective measures 30%	Tests 20%; LEA proposed objective measures 30%
Massachusetts	Some	Some	Multiple measures determined by districts	Multiple measures that must include assessment data
Michigan*	50%	50%	The student growth and assessment data to be used for the school administrator annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works.	Must be measured at least in part by state assessments.
Minnesota	35%	35%	Longitudinal data	Longitudinal data
Mississippi	50%	50%	Organizational Goals (2): 20%; Schoolwide Math Goal: 25%; Schoolwide ELA Goal: 25%	Individual growth: 30%; Schoolwide growth: 20%
Missouri	"Significant"	"Significant"	Multiple measures; may include assessments	Multiple measures; assessments when applicable.
Montana	n/a	n/a		
Nebraska	n/a	n/a		
Nevada	40%	40%	Pupil achievement data	Pupil achievement data

\* As of October 30, 2015 this is still state policy.





	Weight of student growth for principals	Weight of student growth for teachers	How are student growth measures defined for principals?	How are student growth measures defined for teachers?
New Hampshire	n/a	n/a		
New Jersey	50%	30-50%	Schoolwide student growth percentile score: 10-40%; SGO average: 10-20%; administrator goal: 10-40%	20% SGO; 10% MSGP (median student growth percentile)
New Mexico	50%	50%	Change in a school's A through F letter grade	Test scores
New York	50%	50%	Test scores	Test scores
North Carolina	Cannot be rated effective if does not meet expected student growth	Cannot be rated effective if does not meet expected student growth	School-wide growth value as calculated by the statewide growth model for educator effectiveness.	School-wide growth value as calculated by the statewide growth model for educator effectiveness.
North Dakota	"Meaningful level"	"Meaningful level"	(a) Performance reports from established standardized assessments within subjects and grades where such assessments are conducted, and (b) other nonstandardized assessments in other non-tested subjects and grades."	"Multiple valid measures, which are clearly related to increasing the standards-based teaching competencies, including a meaningful level of student growth, student academic achievement, and school performance."
Ohio	50%	35-50%	If available, principals must include Value-Added data in the student growth measure. If allowed by law, the local education agency may also use local student growth measures.	Value-added progress dimension; While the department still recommends a minimum of two student learning objectives, each teacher may have just one now, as long as he or she has a second student growth measure
Oklahoma	50%	50%	35% student academic growth using multiple years of standardized test data, as available 15% based on other academic measurements; Other Academic Measures include: <ul style="list-style-type: none"> <li>• State assessments</li> <li>• VAM scores</li> <li>• Off the Shelf assessments</li> <li>• A-F Report Card Components</li> <li>• Surveys</li> <li>• Student Competitions</li> <li>• Misc.</li> </ul>	35% student academic growth using multiple years of standardized test data, as available 15% based on other academic measurements; Other Academic Measures include: <ul style="list-style-type: none"> <li>• State assessments</li> <li>• VAM scores</li> <li>• Off the Shelf assessments</li> <li>• A-F Report Card Components</li> <li>• Surveys</li> <li>• Student Competitions</li> <li>• Misc.</li> </ul>
Oregon	"Significant"	"Significant"	Two student learning goals; may include but not limited to: <ul style="list-style-type: none"> <li>• School-wide academic growth, as determined by the statewide assessment system</li> <li>• Formative and summative assessments</li> </ul>	Two student learning goals; may include but not limited to: <ul style="list-style-type: none"> <li>• School-wide academic growth, as determined by the statewide assessment system</li> <li>• Formative and summative assessments</li> <li>• Classroom-level student learning goals set collaboratively between teachers and evaluators</li> </ul>
Pennsylvania	50%	50%	Building-level rating: 15%; correlation rating: 15%; elective rating: 20%	Building-level rating: 15%; teacher-specific rating: 15%; elective rating: 20%
Rhode Island	30%	30%	2 SLOs, plus growth model	2 SLOs, plus growth model
South Carolina	20%	20%	Test scores; may also include alternative measures (SLOs)	Test scores; may also include alternative measures (SLOs)
South Dakota	"Significant"	"Significant"		SLOs that include assessment data
Tennessee	50%	50%	35% school-level value-added score; 15% other assessments or graduation rates	35% TVAAS score; 15% other assessments or graduation rates
Texas	n/a	n/a		
Utah	Unclear	20%	Tests	Tests
Vermont	n/a	n/a		
Virginia	40%	40%	Student academic progress and school gains in student learning	Student academic progress
Washington	"Substantial factor"	"Substantial factor"	Must incorporate student growth as a factor in following standards: demonstrating commitment to closing the achievement gap; leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; monitoring, assisting, and evaluating effective instruction and assessment practices.	Must incorporate student growth as a factor in following standards: recognizing individual student learning needs and developing strategies to address those needs; using multiple student data elements to modify instruction and improve student learning; exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
West Virginia	20%	20%	15%: evidence of the learning of the students assigned to the school; 5% student learning growth measured by the school-wide score on the state summative assessment	15% evidence of the learning of the students assigned to the educator; 5% student learning growth measured by the school-wide score on the state summative assessment E162
Wisconsin	50%	50%	Student Outcomes Score is 50% SLO, 45% principal value-added data, 5% schoolwide value-added reading or graduation rate	95% SLO (self scored); 5% Schoolwide Value-added or Graduation Rate
Wyoming	20%	20%	"Evidence of student learning"	"Evidence of student learning"



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