

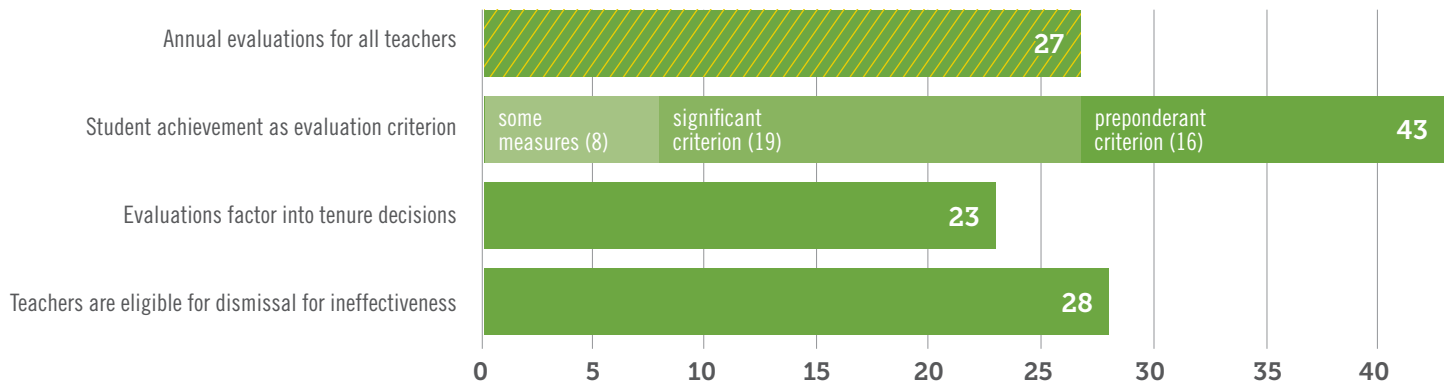
# TEACHER EVALUATION POLICY IN ALABAMA:

## Where is Alabama in implementing teacher effectiveness policies?

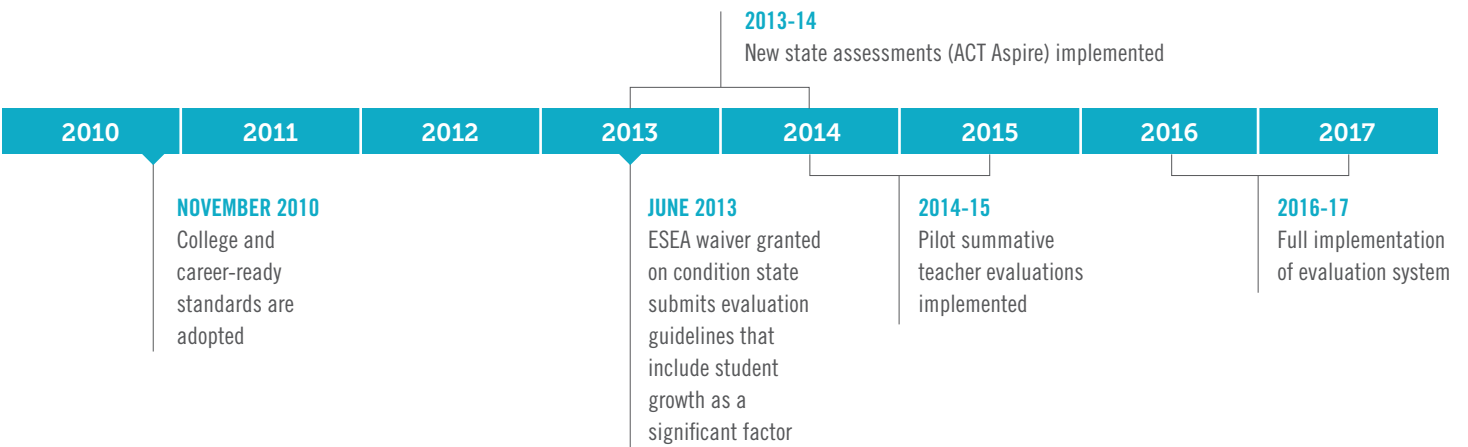
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

ALABAMA 



### ALABAMA'S IMPLEMENTATION TIMELINE



## ALABAMA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system: <i>EDUCATEAlabama</i> .
Use of achievement data/student growth in teacher evaluations	Not addressed.
Observations	At least two unannounced per year.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Alabama does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES ALABAMA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Alabama are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Alabama and other states’ teacher effectiveness policies, NCTQ’s *2015 Alabama State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



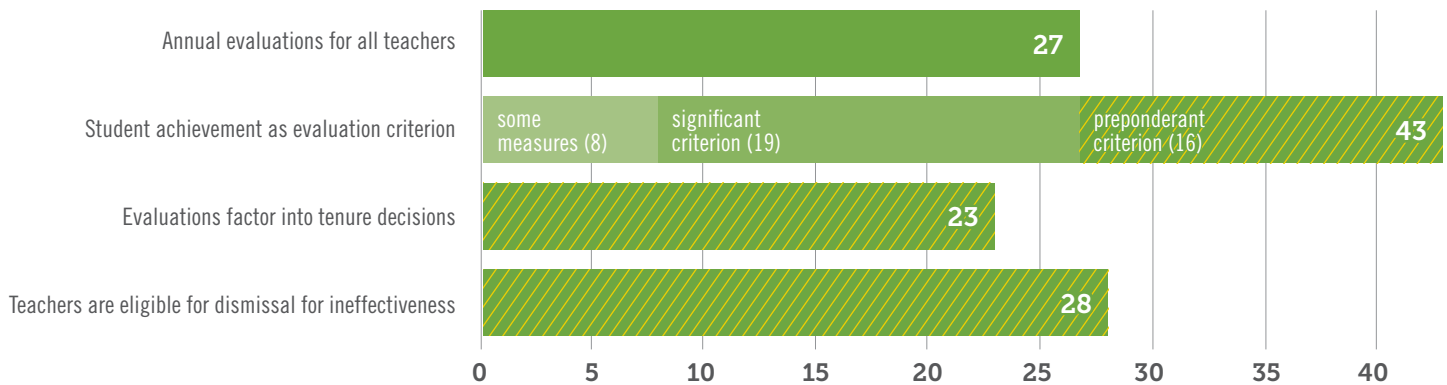
# TEACHER EVALUATION POLICY IN ALASKA:

Where is Alaska in implementing teacher effectiveness policies?

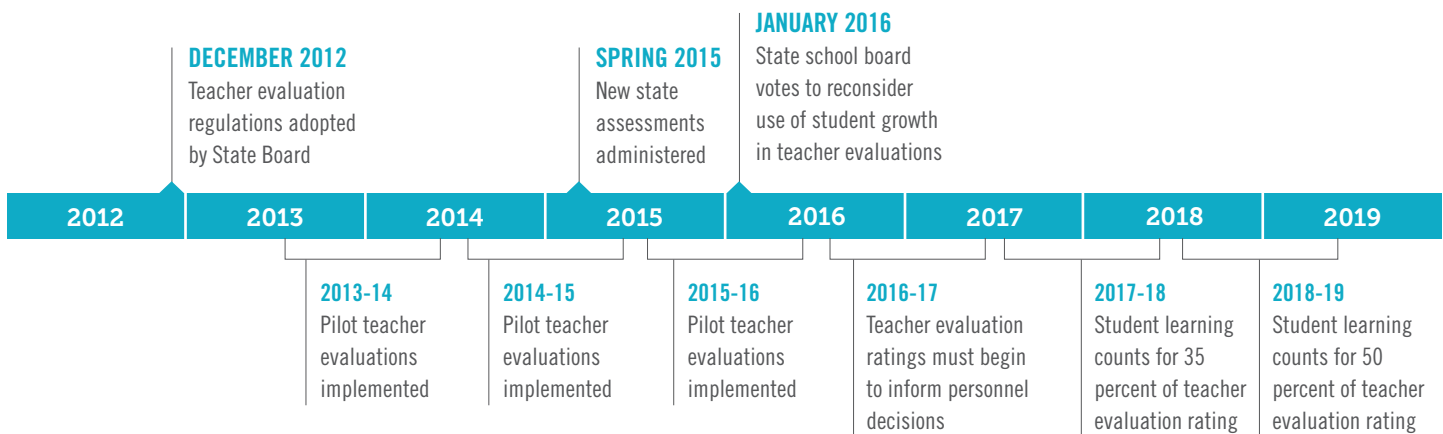
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

ALASKA



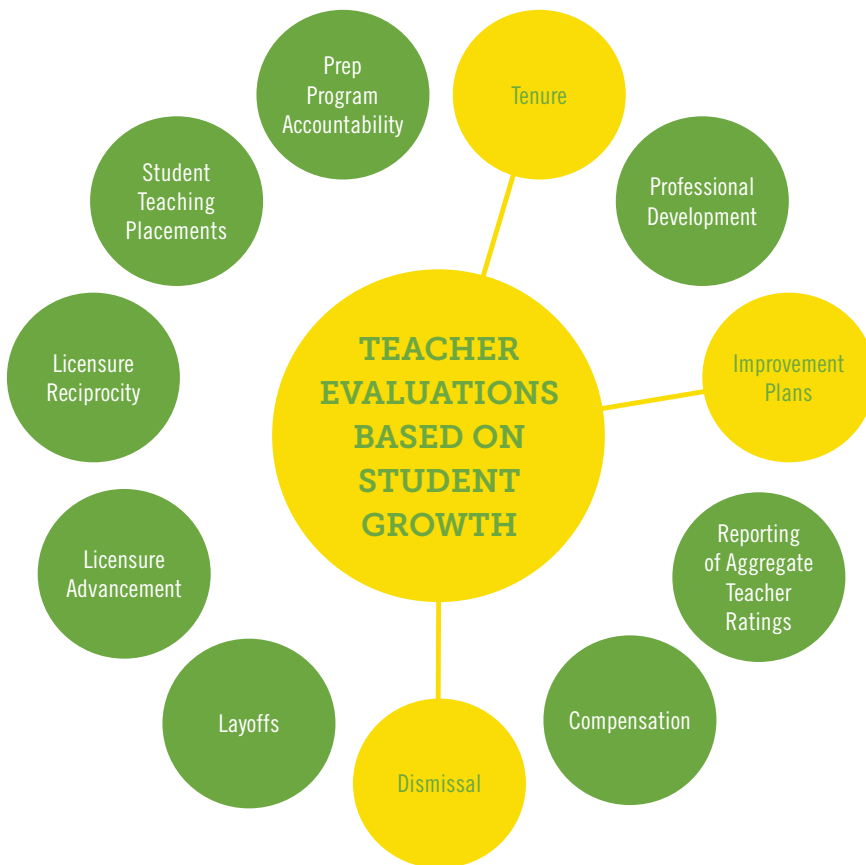
## ALASKA'S IMPLEMENTATION TIMELINE



## ALASKA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Alaska is phasing student growth measures into teacher evaluations. By 2018-2019, fifty percent of teacher evaluations are to be based on student growth data. Policy is now under reconsideration in 2016.
Observations	Required; two annual classroom observations specified for probationary teachers.
Tenure Policy	Teachers are awarded tenure after a three-year probationary period. The state requires teachers to receive an evaluation during the third year of employment.
Dismissal Policy	Tenured teachers not meeting district standards after being placed on an improvement plan are eligible for non-retention. The timeline for dismissing teachers not meeting standards is unclear.

## DOES ALASKA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Alaska implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to do more to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Alaska and other states' teacher effectiveness policies, NCTQ's *2015 Alaska State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



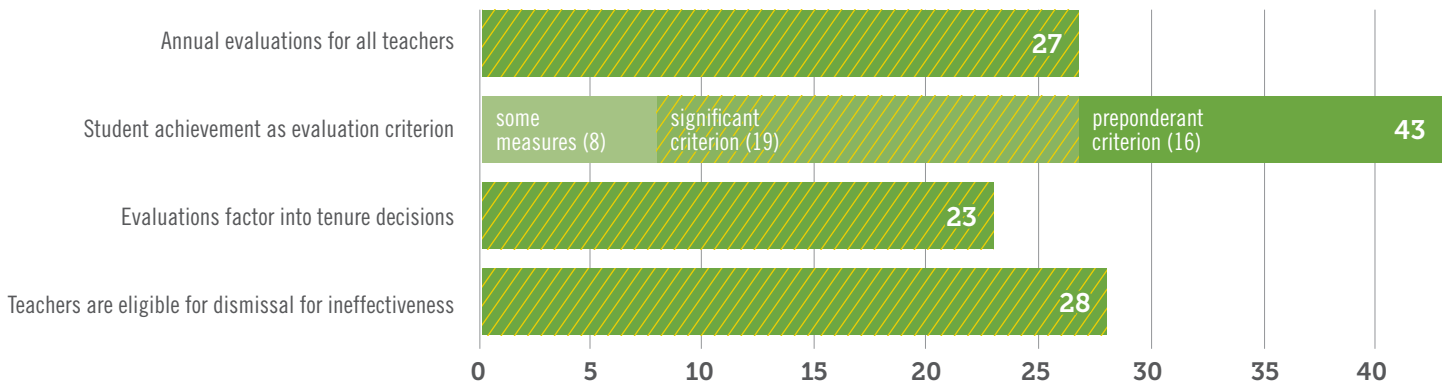
# TEACHER EVALUATION POLICY IN ARIZONA:

Where is Arizona in implementing teacher effectiveness policies?

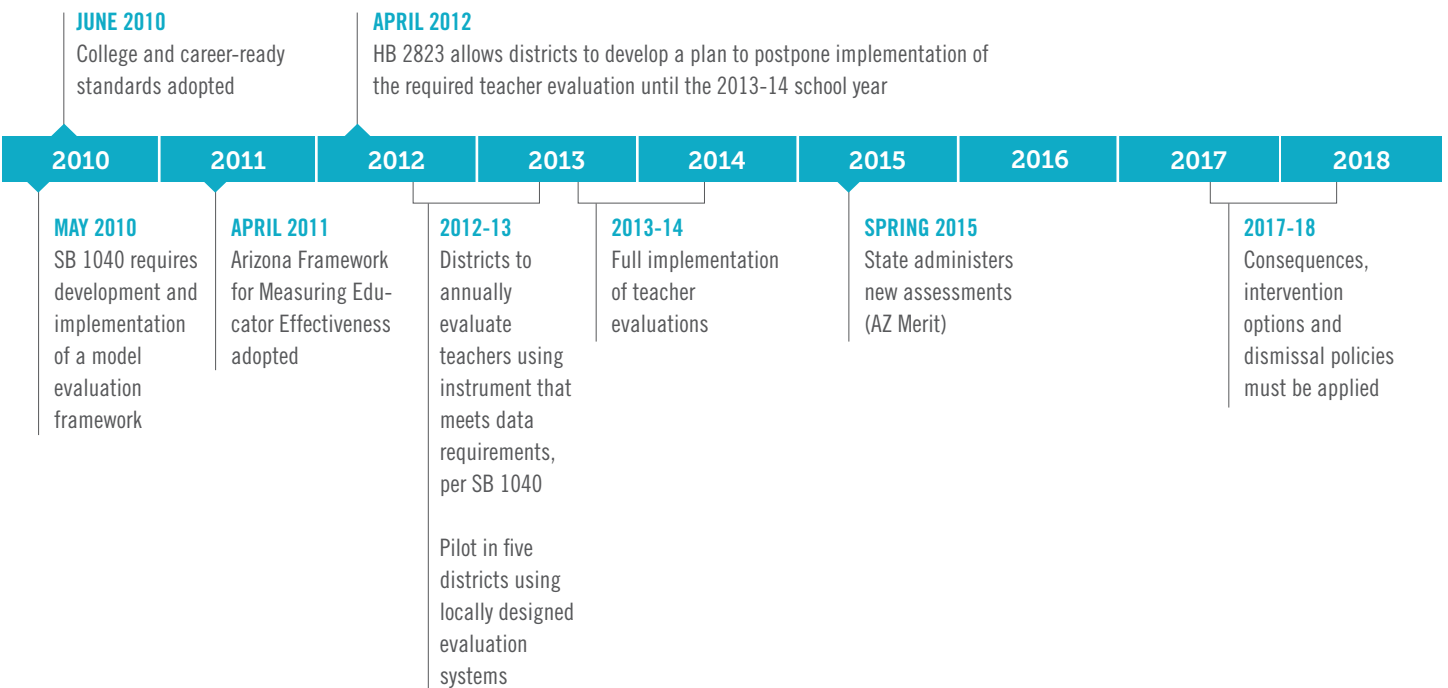
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

ARIZONA 



## ARIZONA'S IMPLEMENTATION TIMELINE



## ARIZONA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	For teachers with available classroom-level student achievement data classroom data must account for between thirty-three and fifty percent of total outcome. School-level data is optional and cannot account for more than seventeen percent. A measure of academic growth must count for twenty percent of the total evaluation.
Observations	At least two per year.
Tenure Policy	Teachers beginning their fourth year of employment who receive either a developing or ineffective evaluation rating must retain their probationary status. Tenured teachers with such ratings revert to probationary status until they earn an effective rating.
Dismissal Policy	"Inadequacy of classroom performance" is grounds for teacher dismissal.

## DOES ARIZONA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Arizona has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Arizona and other states' teacher effectiveness policies, NCTQ's *2015 Arizona State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



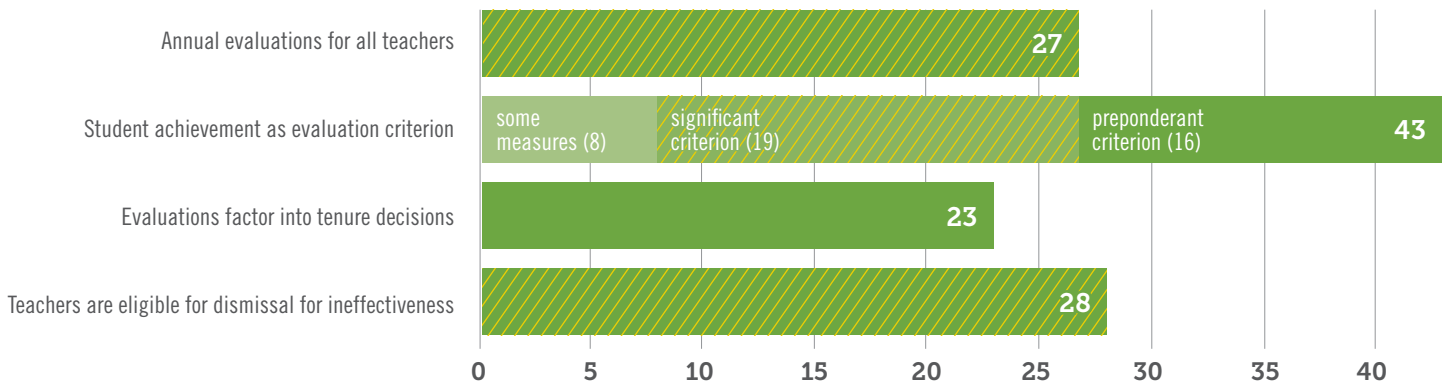
# TEACHER EVALUATION POLICY IN ARKANSAS:

Where is Arkansas in implementing teacher effectiveness policies?

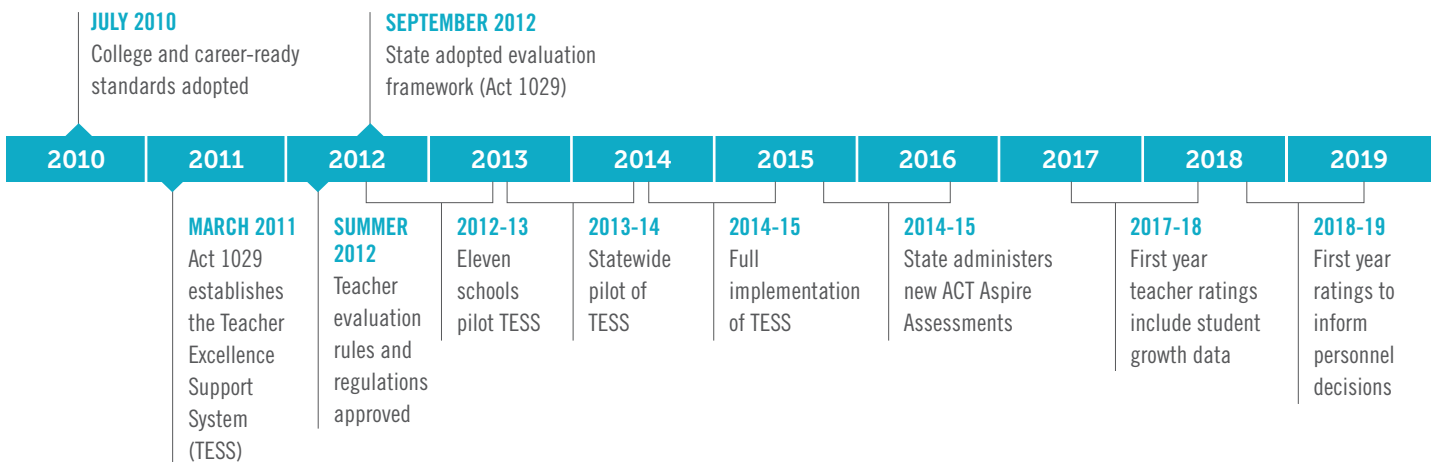
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

ARKANSAS



## ARKANSAS' IMPLEMENTATION TIMELINE



## ARKANSAS' EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State provides criteria/framework for district designed evaluations: <i>Arkansas Teacher Excellence and Support System (TESS)</i> .
Use of achievement data/student growth in teacher evaluations	Evidence of student growth must be a “significant” part of evaluations but the rules do not articulate what this will actually mean in practice.
Observations	Both formal and informal observations are required.
Tenure Policy	Teachers are awarded nonprobationary status automatically after a three-year probationary period.
Dismissal Policy	If, after intensive support, an ineffective teacher has not improved, districts can terminate or non-renew a teacher’s contract. The timeline for when a teacher is eligible for dismissal is unclear.

## DOES ARKANSAS CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Arkansas has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Arkansas and other states’ teacher effectiveness policies, NCTQ’s *2015 Arkansas State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





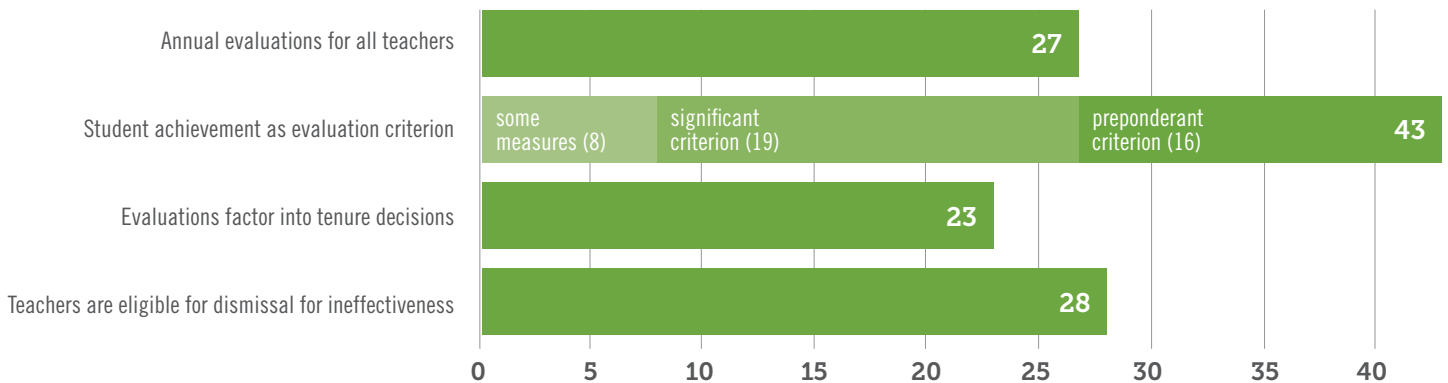
# TEACHER EVALUATION POLICY IN CALIFORNIA:

## Where is California in implementing teacher effectiveness policies?

### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

CALIFORNIA



### CALIFORNIA'S IMPLEMENTATION TIMELINE



## CALIFORNIA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Objective measures of student achievement are not required; state law does include reference to use of state test data and standards of expected pupil achievement 'if applicable'.
Observations	Not specified.
Tenure Policy	Teachers are awarded tenure automatically after a two-year probationary period.
Dismissal Policy	California does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES CALIFORNIA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like California are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about California and other states' teacher effectiveness policies, NCTQ's *2015 California State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



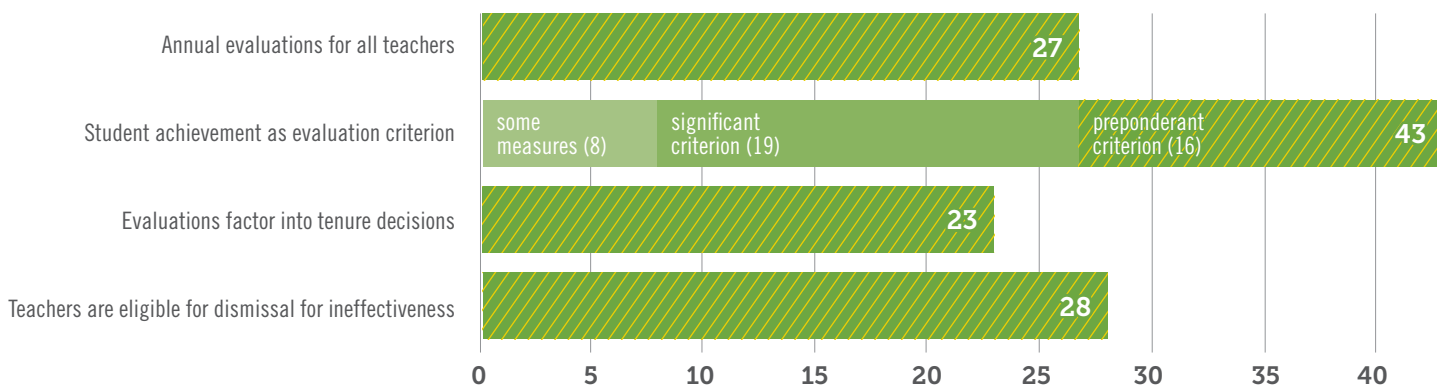
# TEACHER EVALUATION POLICY IN COLORADO:

Where is Colorado in implementing teacher effectiveness policies?

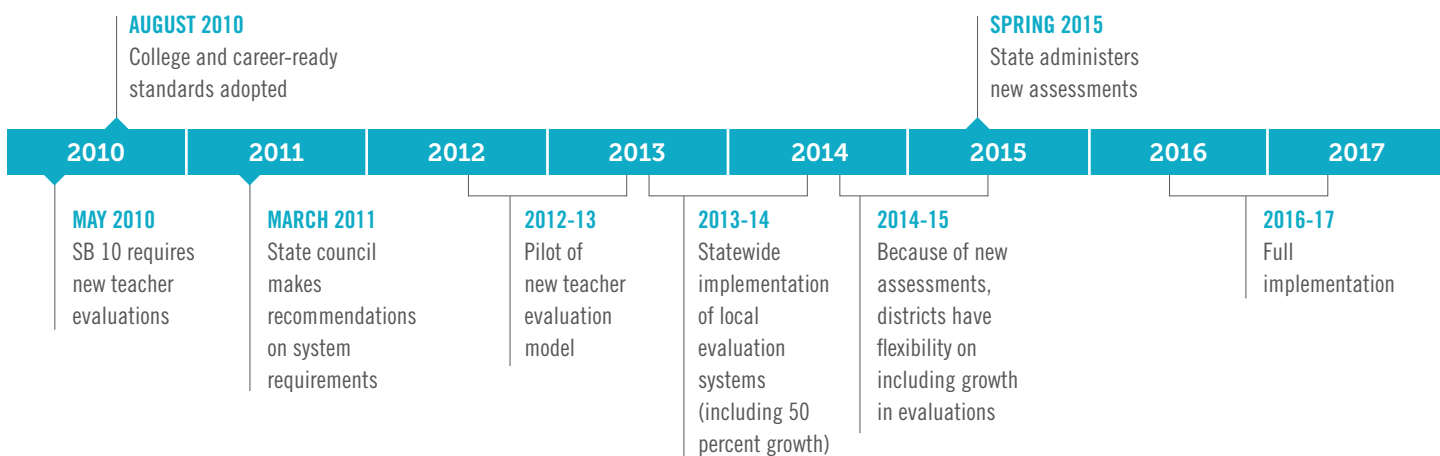
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

COLORADO 



## COLORADO'S IMPLEMENTATION TIMELINE



## COLORADO'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system: <i>Colorado Model Evaluation System</i> .
Use of achievement data/student growth in teacher evaluations	By 2013-2014, fifty percent of the overall performance evaluation rating must be determined by multiple measures of student growth.
Observations	Required; at least two per year specified for new teachers.
Tenure Policy	Colorado requires evaluation ratings of either effective or highly effective for three consecutive years to earn non-probationary status.
Dismissal Policy	For teachers who receive a performance rating of ineffective, the evaluator either makes additional recommendations for improvement or may recommend the dismissal of the person.

## DOES COLORADO CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Colorado is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Colorado and other states’ teacher effectiveness policies, NCTQ’s *2015 Colorado State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



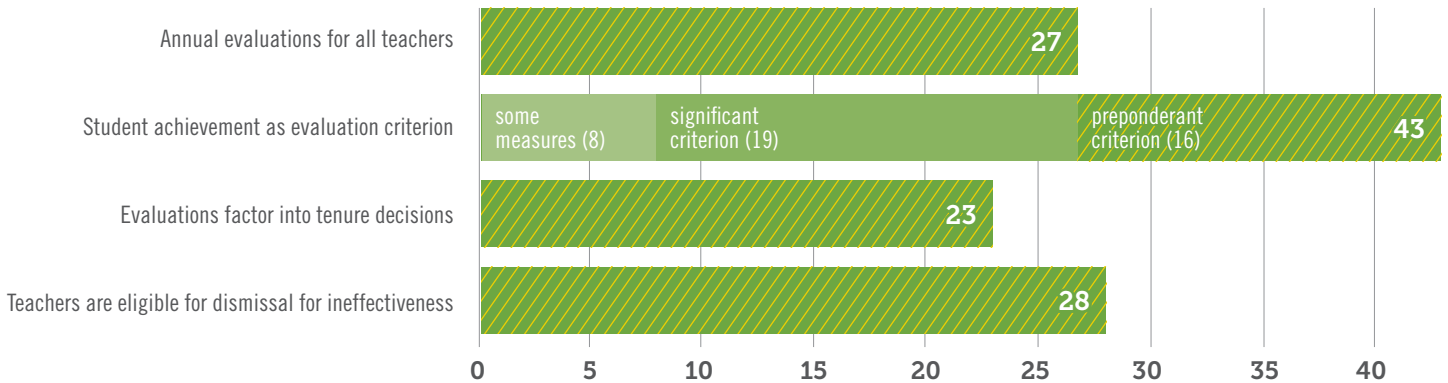
# TEACHER EVALUATION POLICY IN CONNECTICUT:

## Where is Connecticut in implementing teacher effectiveness policies?

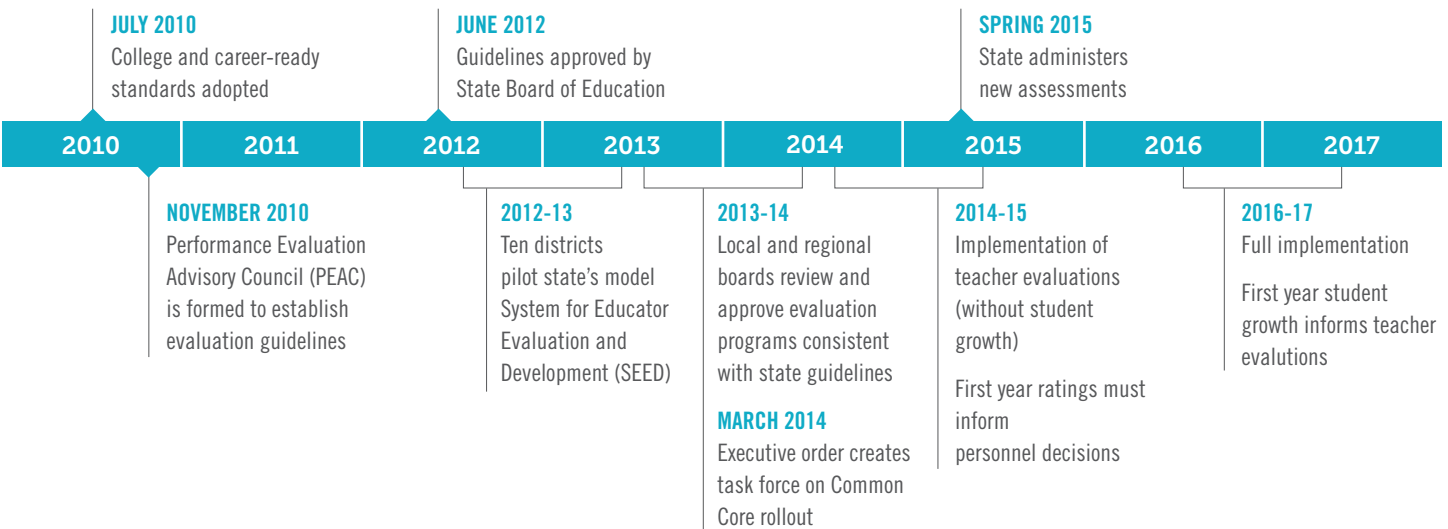
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

CONNECTICUT



### CONNECTICUT'S IMPLEMENTATION TIMELINE



## CONNECTICUT'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>System for Educator Evaluation and Development (SEED)</i> .
Use of achievement data/student growth in teacher evaluations	By 2016-2017, forty-five percent of the evaluation must be based on attainment of one-four goals for student growth. One half must be based on standardized tests. The other half may consist of one additional indicator.
Observations	Three formal observations for new and below standard teachers; combination of three formal observations/reviews of practice for others.
Tenure Policy	Tenure is awarded after forty school months and must be earned on the basis of effective practice as shown in a teacher's evaluation rating.
Dismissal Policy	A teacher's contract may be terminated for ineffectiveness based on the teacher's evaluation. The timeline for when an ineffective teacher would face dismissal is unclear.

## DOES CONNECTICUT CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Connecticut has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Connecticut and other states' teacher effectiveness policies, NCTQ's *2015 Connecticut State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



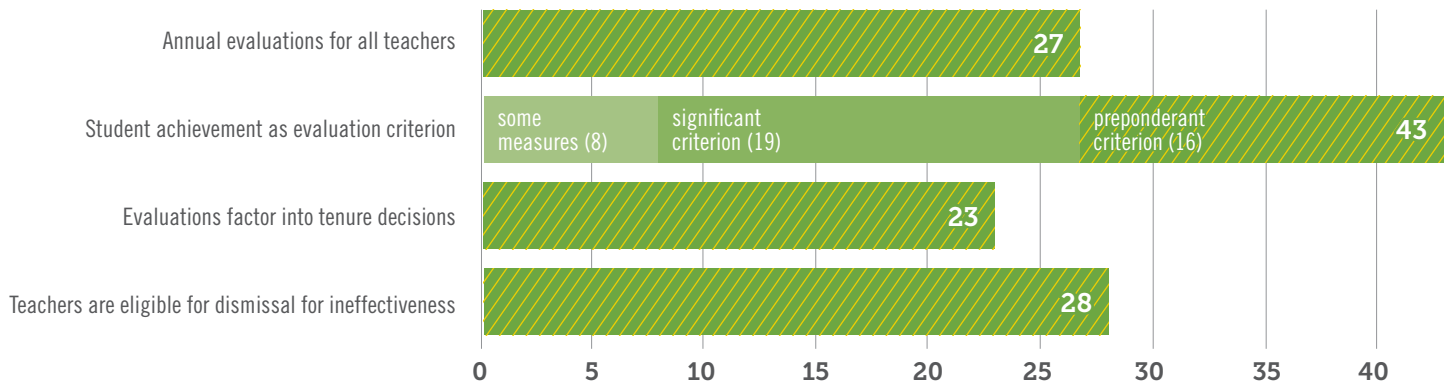
# TEACHER EVALUATION POLICY IN DELAWARE:

Where is Delaware in implementing teacher effectiveness policies?

## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

DELAWARE 



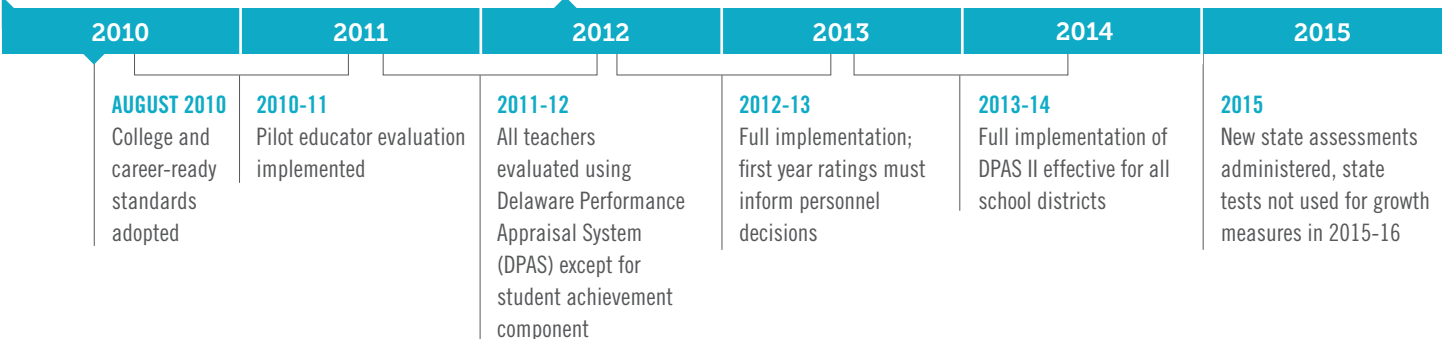
## DELAWARE'S IMPLEMENTATION TIMELINE

### JANUARY 2010

Regulations revised, effective July 2011, such that teachers must demonstrate sufficient growth to be rated effective or highly effective

### MAY 2012

Reading and math teachers in grades 3-10 receive student growth/achievement rating  
State delays improvement plans and requiring the use of 2011-12 year's summative rating toward a "pattern of ineffectiveness"



## DELAWARE'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system: <i>Delaware Performance Appraisal System II (DPAS II)</i> .
Use of achievement data/student growth in teacher evaluations	DPAS II is comprised of five components, including student improvement. Teachers cannot be rated “effective” unless they have met student growth targets.
Observations	Two announced and one unannounced for new teachers; for tenured teachers typically one announced and one unannounced per year.
Tenure Policy	Probationary teachers show two years of satisfactory student growth within a three-year period before they earn tenure.
Dismissal Policy	Teachers can be dismissed for incompetency, defined as a pattern of ineffective teaching. The timeline for dismissing ineffective teachers is unclear.

## DOES DELAWARE CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Delaware is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Delaware and other states’ teacher effectiveness policies, NCTQ’s *2015 Delaware State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





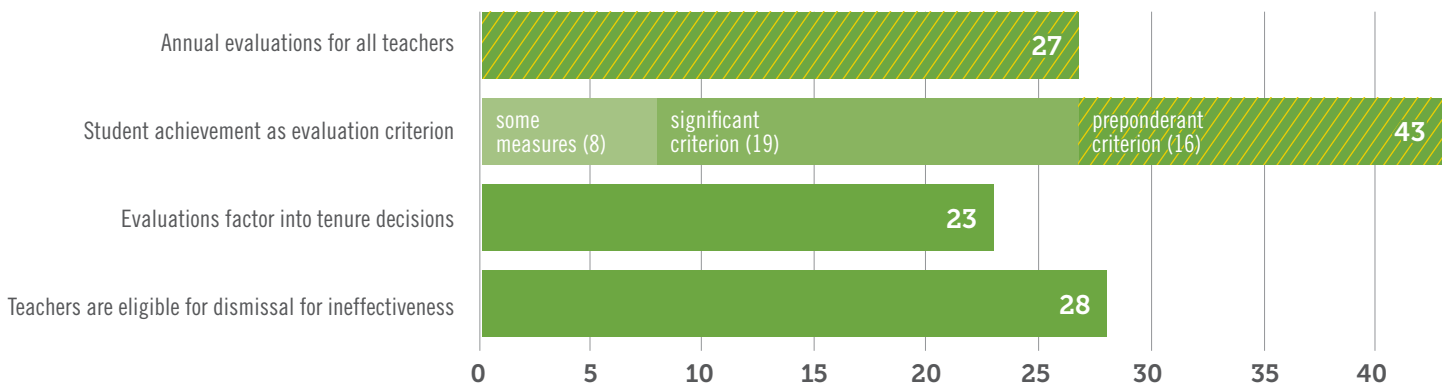
# TEACHER EVALUATION POLICY IN THE DISTRICT OF COLUMBIA\*:

Where is the District of Columbia in implementing teacher effectiveness policies?

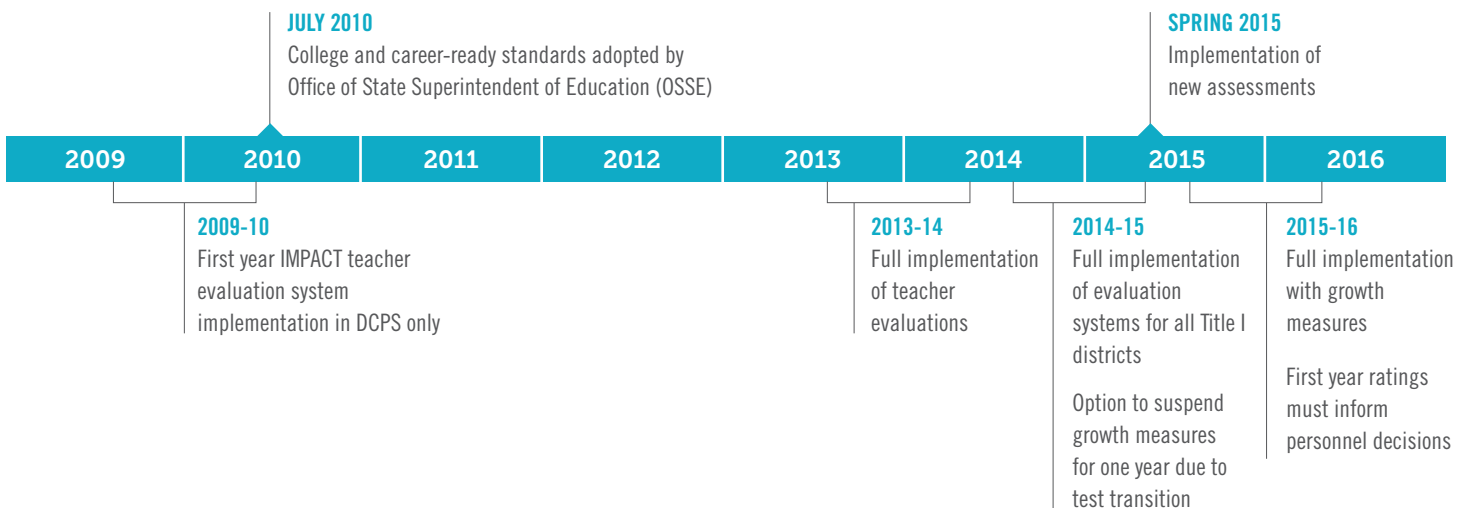
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

### DISTRICT OF COLUMBIA



## D.C.'S IMPLEMENTATION TIMELINE



\*NOTE: This analysis looks at the state-level policy that governs all local education agencies in the District of Columbia, not the specific policy of the D.C. Public Schools (DCPS) system.

## D.C.'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	For LEAs in the District individual value-added information must account for fifty percent of the evaluation. Requirements for noncharter LEAs vary.
Observations	Not specified.
Tenure Policy	No state-level policy concerning tenure.
Dismissal Policy	No state-level policy that explicitly makes teacher ineffectiveness grounds for dismissal.

## DOES D.C. CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As D.C. implements teacher evaluations that include student achievement, the District of Columbia should also be planning how to “connect the dots”—using evaluation data to guide teacher policy in ways that will further the quality of teaching and learning for all.

For more information about District of Columbia and other states’ teacher effectiveness policies, NCTQ’s *2015 D.C. State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



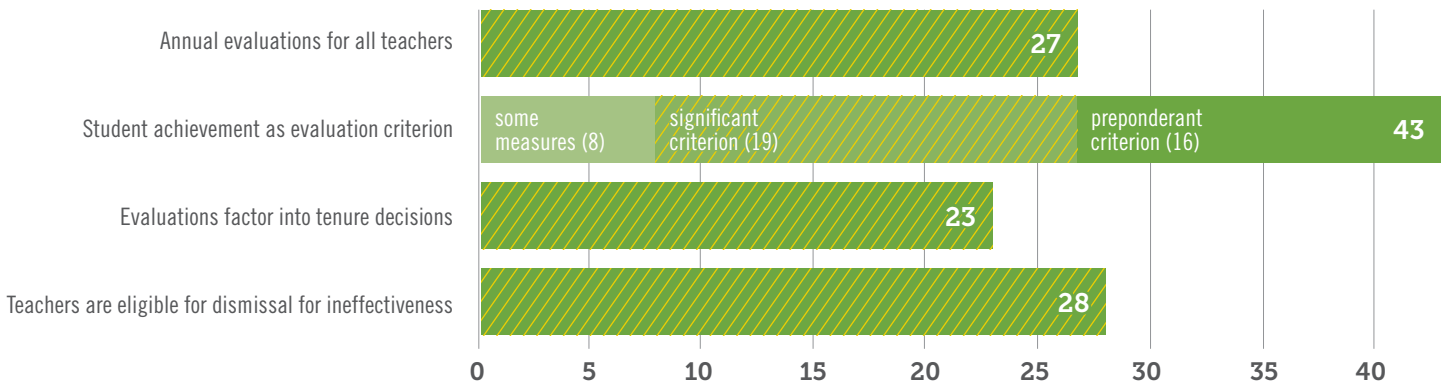
# TEACHER EVALUATION POLICY IN FLORIDA:

Where is Florida in implementing teacher effectiveness policies?

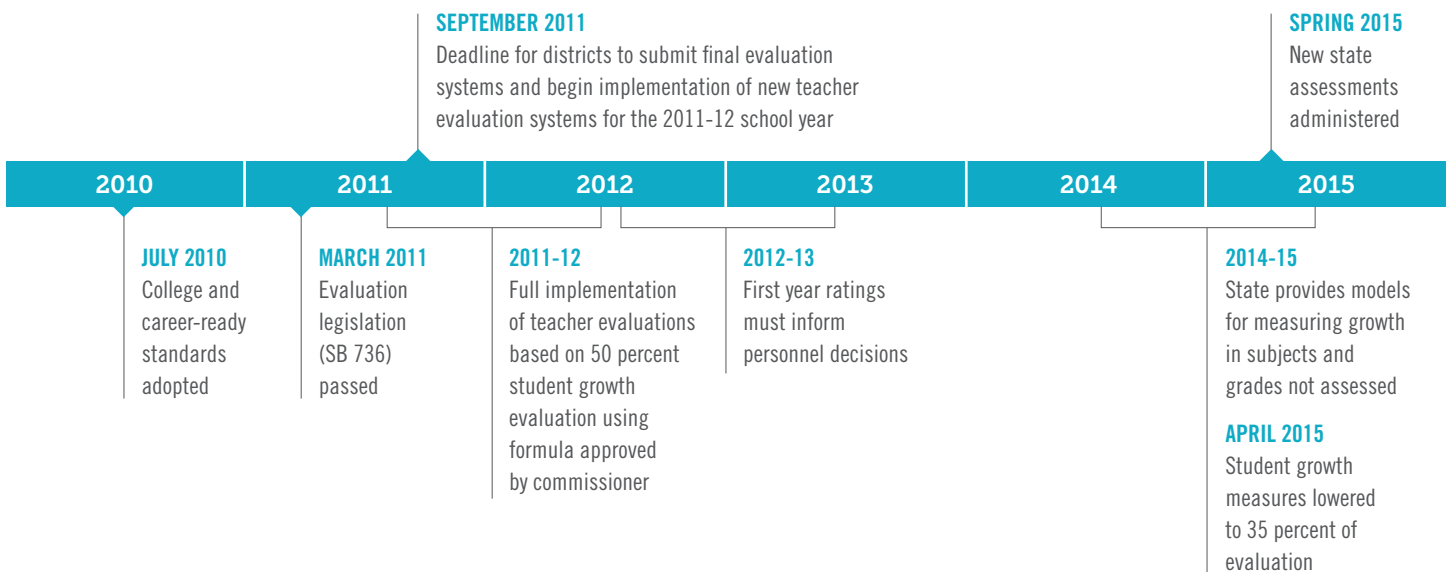
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

FLORIDA



## FLORIDA'S IMPLEMENTATION TIMELINE



## FLORIDA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	At least one third of teacher evaluations must be based on data and indicators of student performance.
Observations	Required; newly hired teachers must be observed at least twice in their first year of teaching.
Tenure Policy	To be awarded an annual contract, a probationary teacher must not receive: two consecutive annual ratings of unsatisfactory, two annual ratings of unsatisfactory within a three-year period, or three consecutive needs improvement or a combination of needs improvement and unsatisfactory ratings.
Dismissal Policy	An annual teacher contract may not be awarded if the teacher has received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance ratings of unsatisfactory within a three-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.

## DOES FLORIDA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Florida is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Florida and other states’ teacher effectiveness policies, NCTQ’s *2015 Florida State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



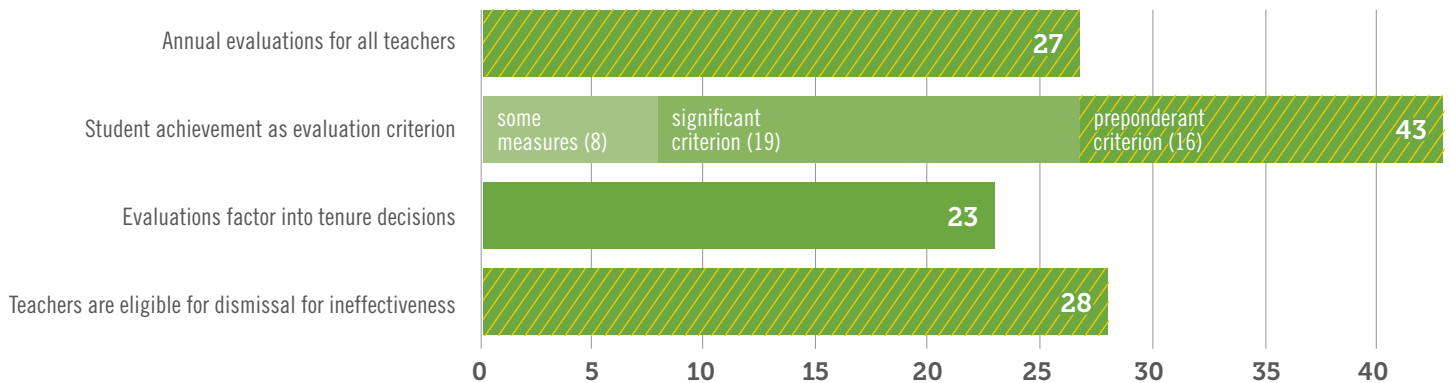
# TEACHER EVALUATION POLICY IN GEORGIA:

Where is Georgia in implementing teacher effectiveness policies?

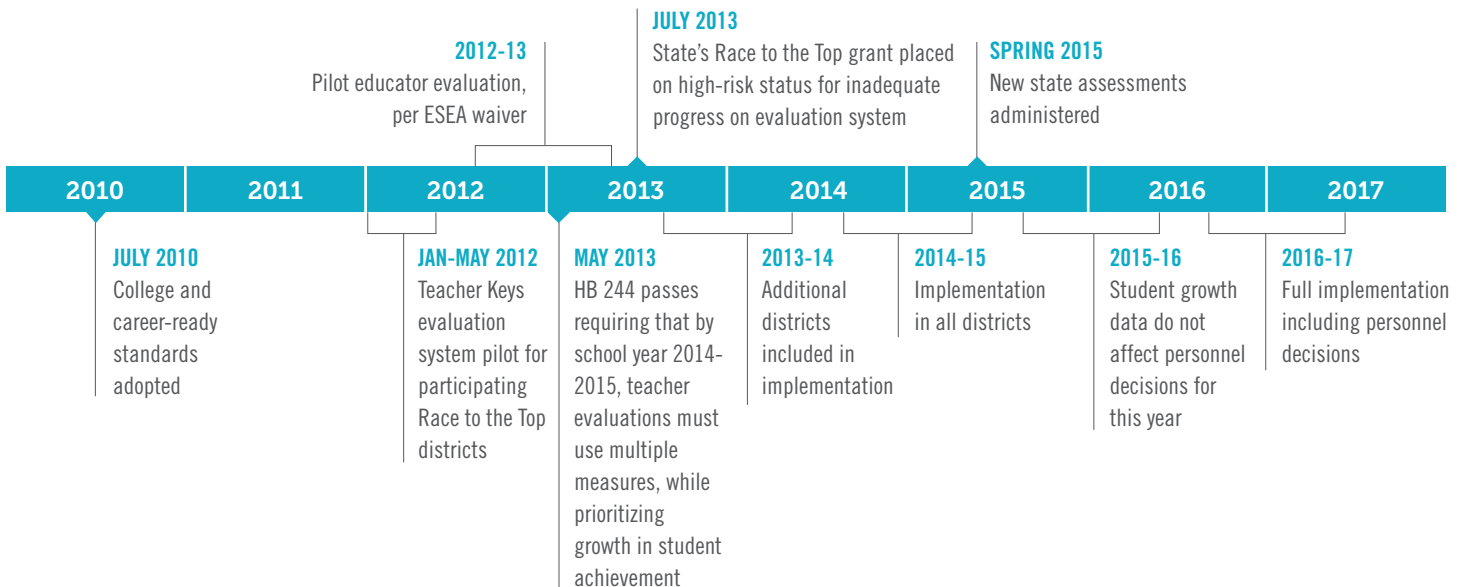
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

GEORGIA 



## GEORGIA'S IMPLEMENTATION TIMELINE



## GEORGIA'S EVALUATION SYSTEM REQUIREMENTS

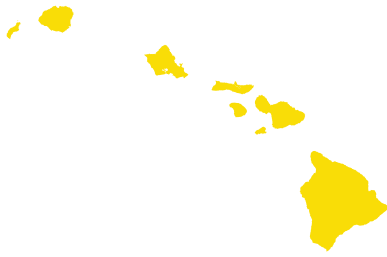
EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide evaluation system: <i>Teacher Keys Effectiveness System</i> .
Use of achievement data/student growth in teacher evaluations	When data are available to calculate student achievement growth measures, such measures must count for at least fifty percent of the teacher evaluations. For courses not subject to annual assessments, state must approve local measures.
Observations	Multiple classroom observations required.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	A rating of ineffective constitutes evidence of incompetency, which is grounds for dismissal. The timeline for dismissing ineffective teachers is unclear.

## DOES GEORGIA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Georgia is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Georgia and other states’ teacher effectiveness policies, NCTQ’s *2015 Georgia State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



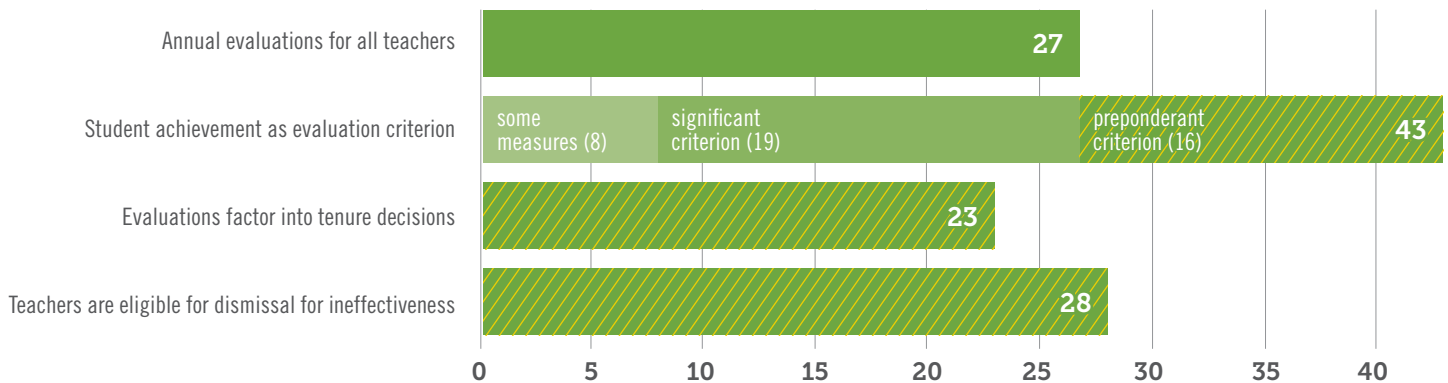
# TEACHER EVALUATION POLICY IN HAWAII:

Where is Hawaii in implementing teacher effectiveness policies?

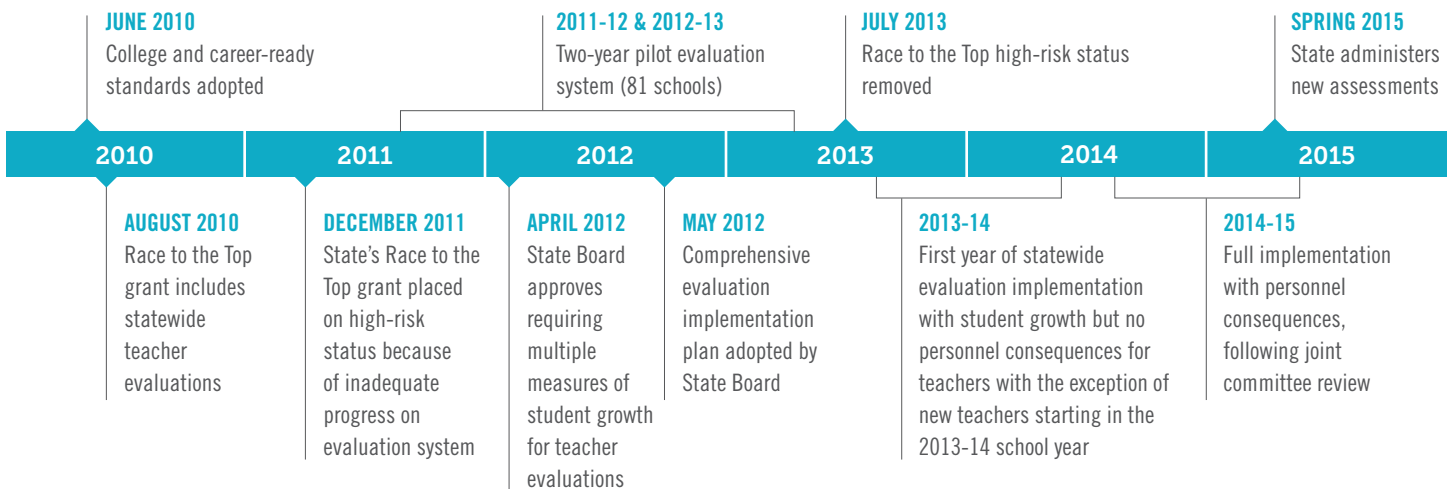
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

HAWAII



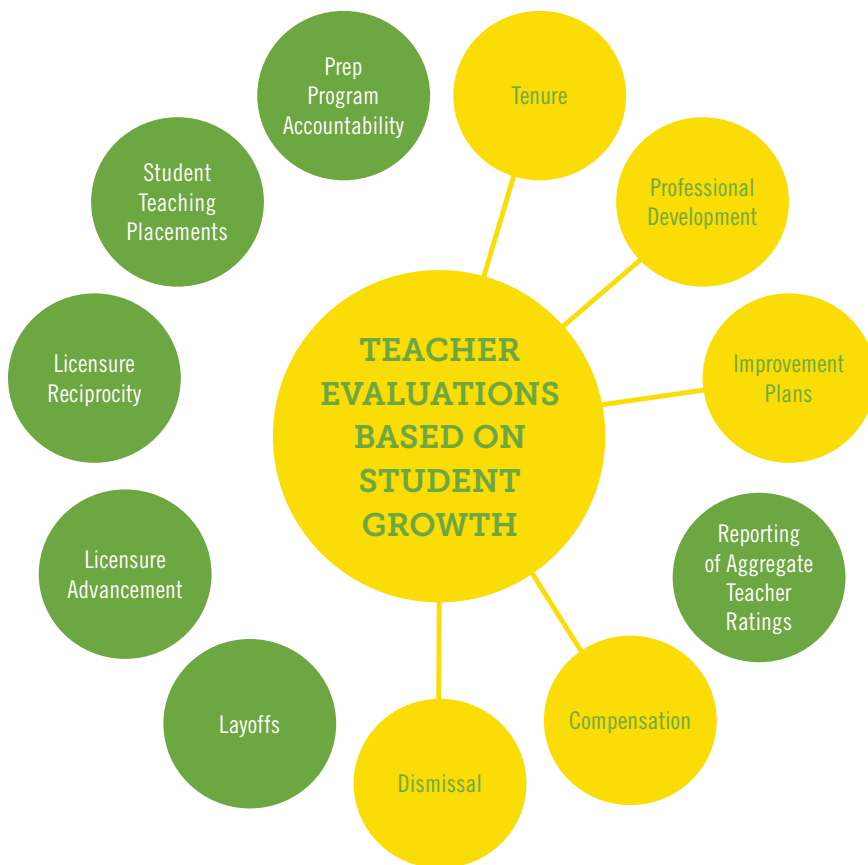
## HAWAII'S IMPLEMENTATION TIMELINE



## HAWAII'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system: <i>Educator Effectiveness System</i> .
Use of achievement data/student growth in teacher evaluations	Fifty percent of a teacher's evaluation score is based on multiple measures of student growth. For classroom teachers of tested grades and subjects, the Hawaii growth model counts for twenty-five percent with other formulas for nontested grades and subjects.
Observations	Formal observation differentiated by teacher effectiveness: no observations for highly effective, one or more for effective, and two or more for beginning or ineffective teachers.
Tenure Policy	To complete the probationary period of three-five years, new teachers must receive at least two consecutive overall ratings of effective or better.
Dismissal Policy	An overall unsatisfactory performance rating is grounds for dismissal. The timeline for dismissal of ineffective teachers is unclear.

## DOES HAWAII CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Hawaii has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Hawaii and other states' teacher effectiveness policies, NCTQ's *2015 Hawaii State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





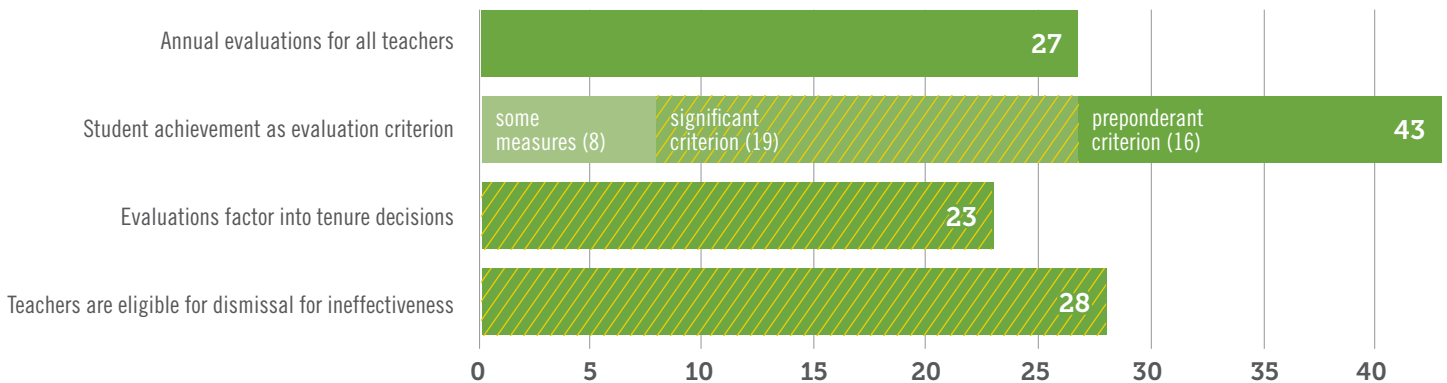
# TEACHER EVALUATION POLICY IN IDAHO:

Where is Idaho in implementing teacher effectiveness policies?

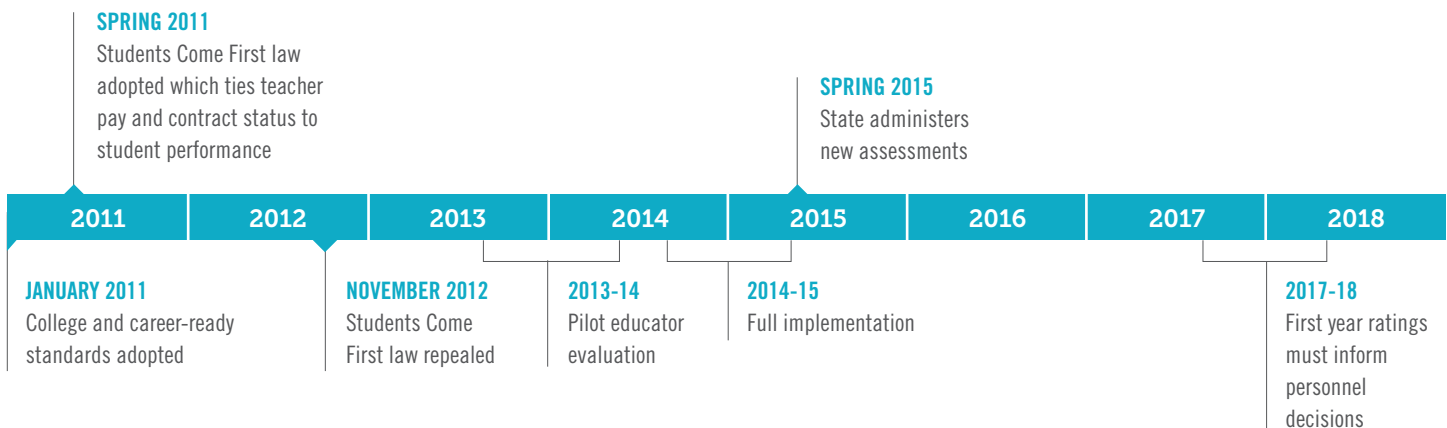
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

IDAHO 



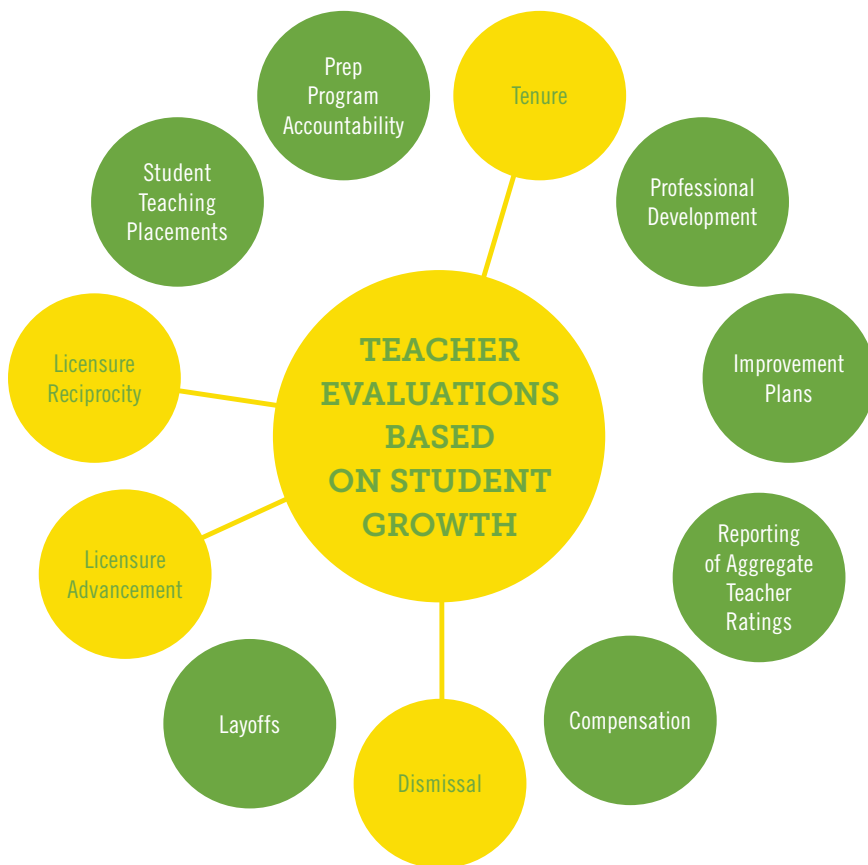
## IDAHO'S IMPLEMENTATION TIMELINE



## IDAHO'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Student achievement must count for at least thirty-three percent of evaluation results based on multiple measures of growth.
Observations	Two annual classroom observations required.
Tenure Policy	Idaho limits teacher contract terms to one year but does not connect tenure decisions to evidence of teacher effectiveness.
Dismissal Policy	Unsatisfactory performance is grounds for nonrenewal of a teacher's contract. Timeline for when unsatisfactory performance would lead to teacher dismissal is unclear.

## DOES IDAHO CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Idaho has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Idaho and other states' teacher effectiveness policies, NCTQ's *2015 Idaho State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



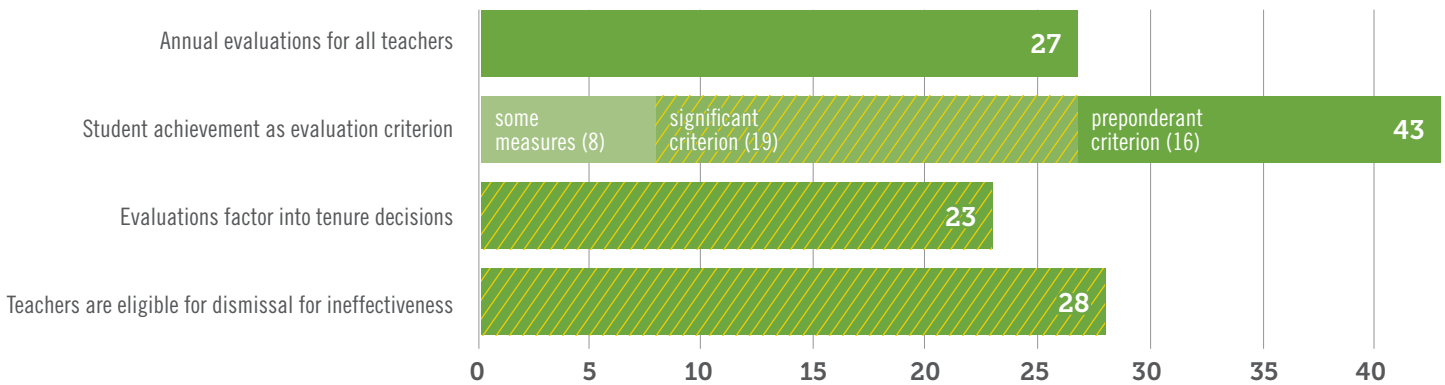
# TEACHER EVALUATION POLICY IN ILLINOIS:

Where is Illinois in implementing teacher effectiveness policies?

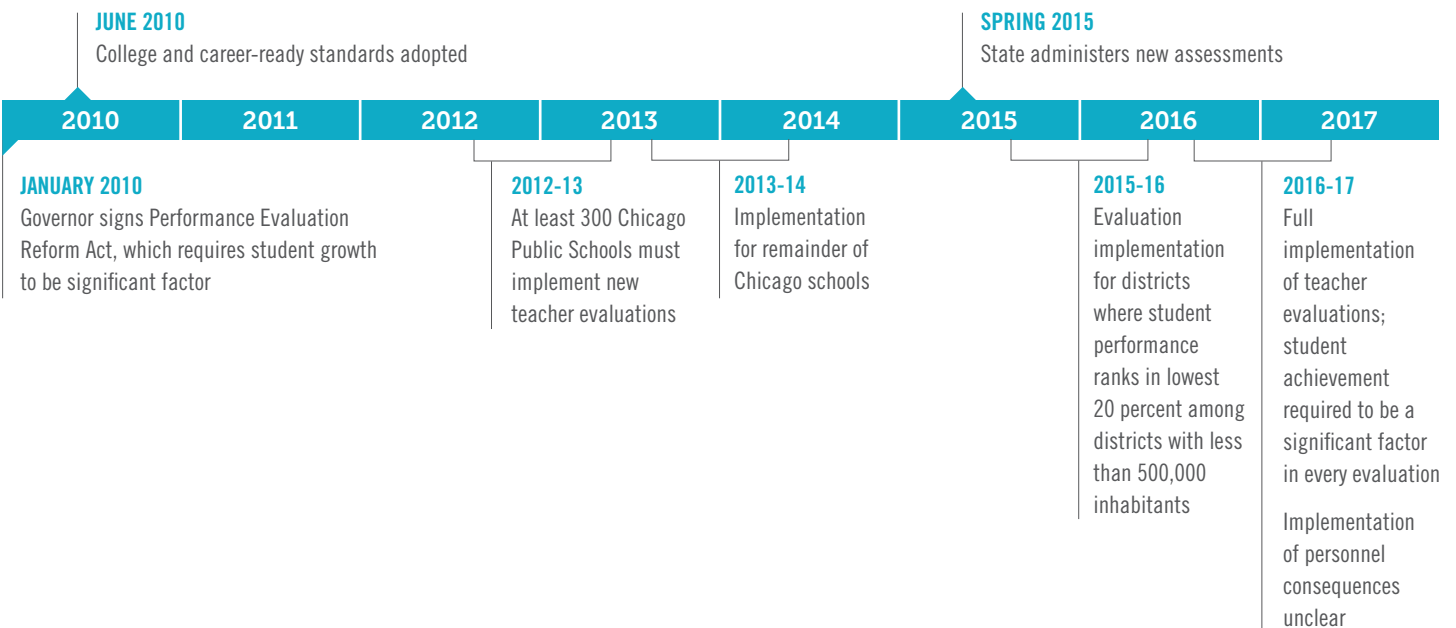
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

ILLINOIS



## ILLINOIS' IMPLEMENTATION TIMELINE



## ILLINOIS' EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system: <i>Model Teacher Evaluation System</i> .
Use of achievement data/student growth in teacher evaluations	By the 2016-2017 school year, student achievement must be a “significant” factor in teacher evaluations. Illinois has defined significant as at least thirty percent of the performance evaluation rating assigned. State model requires student growth to count for fifty percent.
Observations	All new and ineffective teachers must be observed three times per year, all others must be observed twice.
Tenure Policy	To qualify for nonprobationary status, teachers must receive four consecutive overall evaluation ratings consisting of at least proficient in the last term (school year) and at least proficient in either the second or third term.
Dismissal Policy	For teachers placed on remediation plans for poor performance who receive a subsequent unsatisfactory performance rating within three years, the school district may forego remediation and seek dismissal.

## DOES ILLINOIS CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Illinois is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Illinois and other states’ teacher effectiveness policies, NCTQ’s *2015 Illinois State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



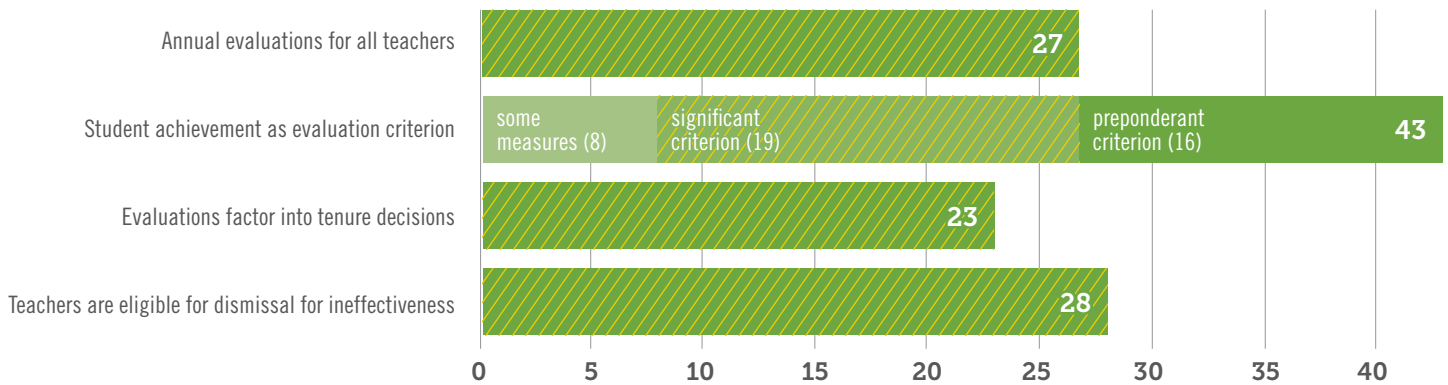
# TEACHER EVALUATION POLICY IN INDIANA:

## Where is Indiana in implementing teacher effectiveness policies?

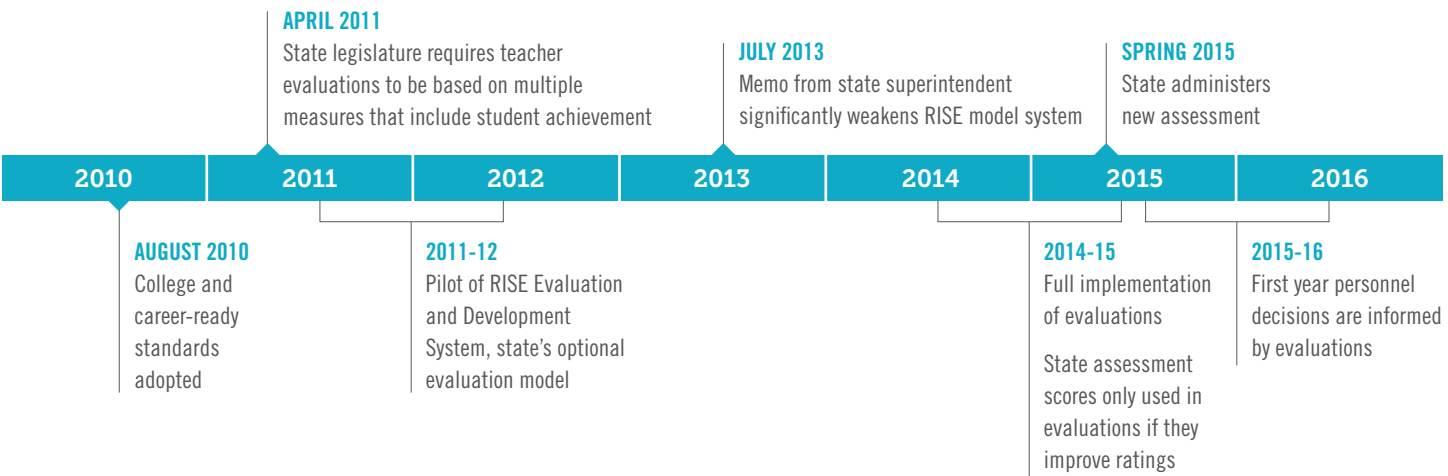
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

INDIANA 



### INDIANA'S IMPLEMENTATION TIMELINE



## INDIANA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	In Indiana, objective measures of student achievement and growth must “significantly inform” the evaluation.
Observations	Minimum of two observations per year required.
Tenure Policy	A probationary teacher becomes a professional teacher by receiving evaluation ratings of either effective or highly effective for three years over a five-year period.
Dismissal Policy	A tenured teacher reverts to probationary status if the teacher has received a rating of ineffective in an evaluation, and can be subject to contract cancellation for a rating of ineffective in the year immediately following the teacher's initial rating of ineffective.

## DOES INDIANA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Indiana is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Indiana and other states’ teacher effectiveness policies, NCTQ’s *2015 Indiana State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



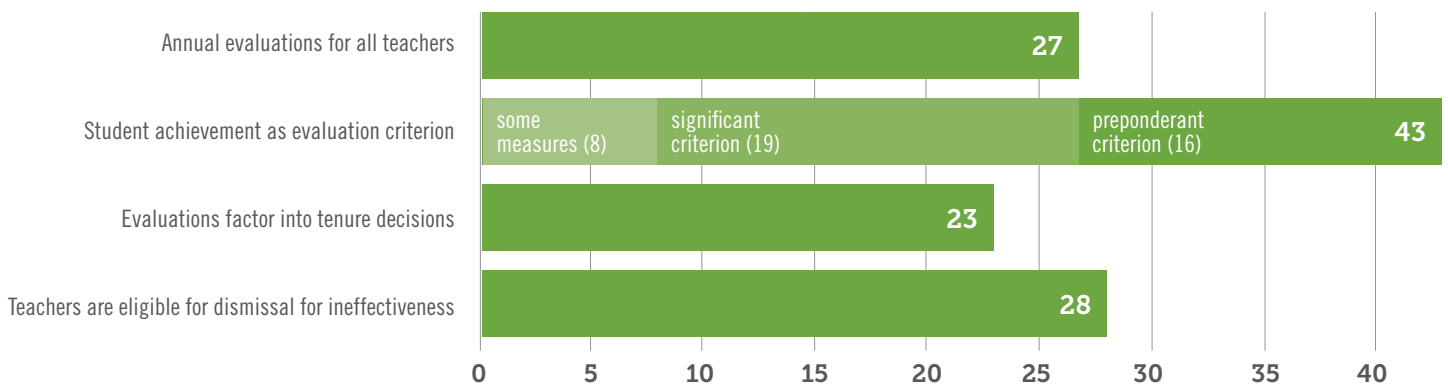
# TEACHER EVALUATION POLICY IN IOWA:

## Where is Iowa in implementing teacher effectiveness policies?

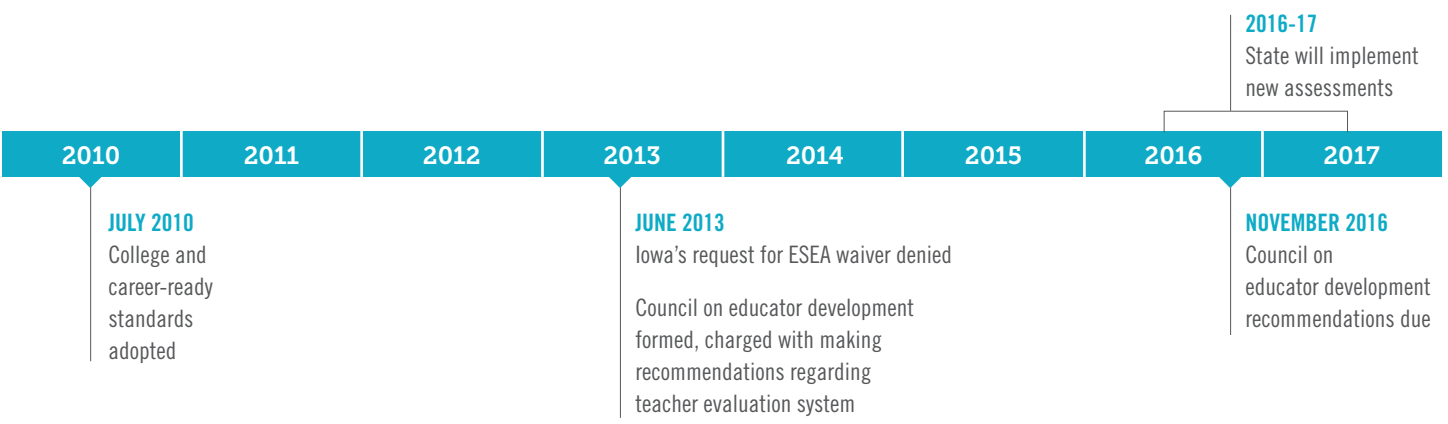
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

IOWA 



### IOWA'S IMPLEMENTATION TIMELINE



## IOWA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Objective measures of student achievement are not required.
Observations	Required, but number not specified.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Iowa does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES IOWA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Iowa are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Iowa and other states’ teacher effectiveness policies, NCTQ’s *2015 Iowa State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





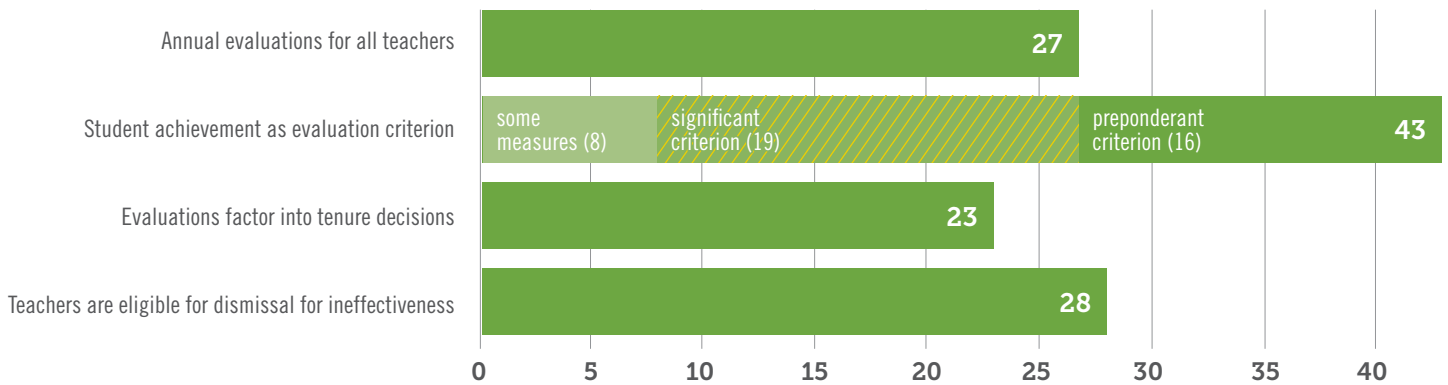
# TEACHER EVALUATION POLICY IN KANSAS:

Where is Kansas in implementing teacher effectiveness policies?

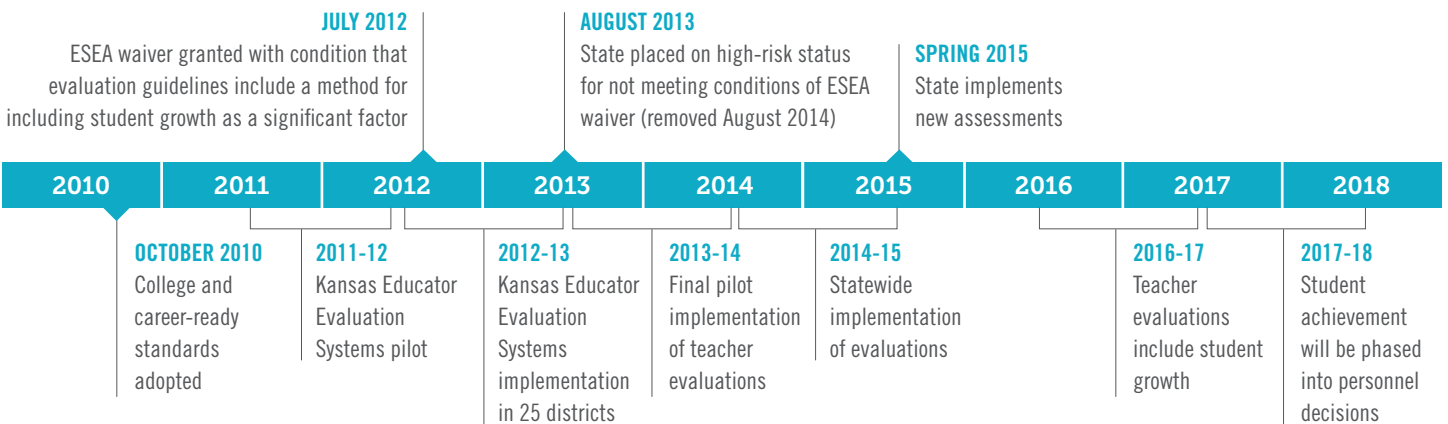
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

KANSAS



## KANSAS' IMPLEMENTATION TIMELINE



## KANSAS' EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Kansas Educator Evaluation Protocol (KEEP)</i> .
Use of achievement data/student growth in teacher evaluations	Evaluation systems must require student growth to be a significant factor.
Observations	Not specified.
Tenure Policy	Kansas has eliminated tenure for all teachers.
Dismissal Policy	Kansas does not explicitly make teacher ineffectiveness grounds for dismissal. However, in eliminating tenure, the state has repealed the law that gave teachers facing dismissal the right to an independent review of their cases.

## DOES KANSAS CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Kansas implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Kansas and other states’ teacher effectiveness policies, NCTQ’s *2015 Kansas State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



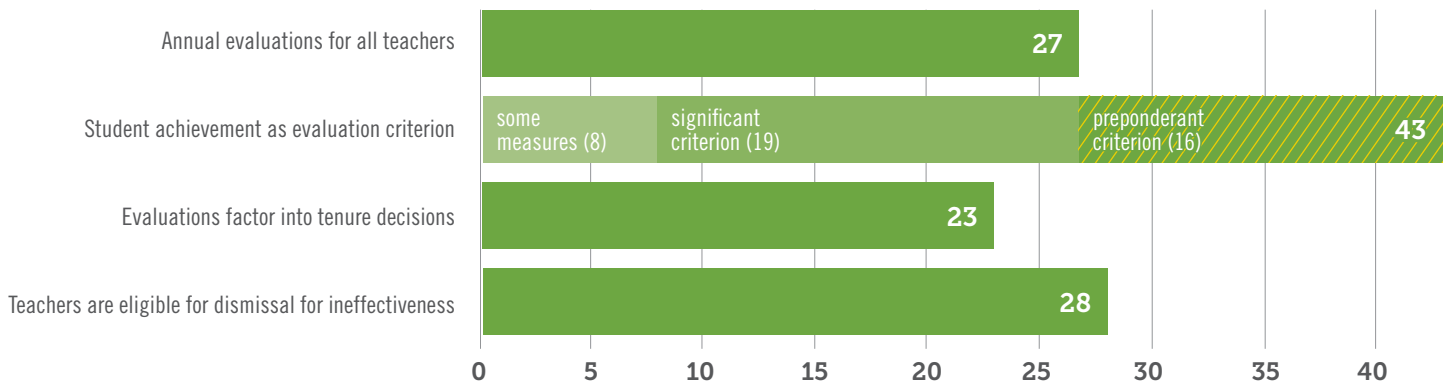
# TEACHER EVALUATION POLICY IN KENTUCKY:

Where is Kentucky in implementing teacher effectiveness policies?

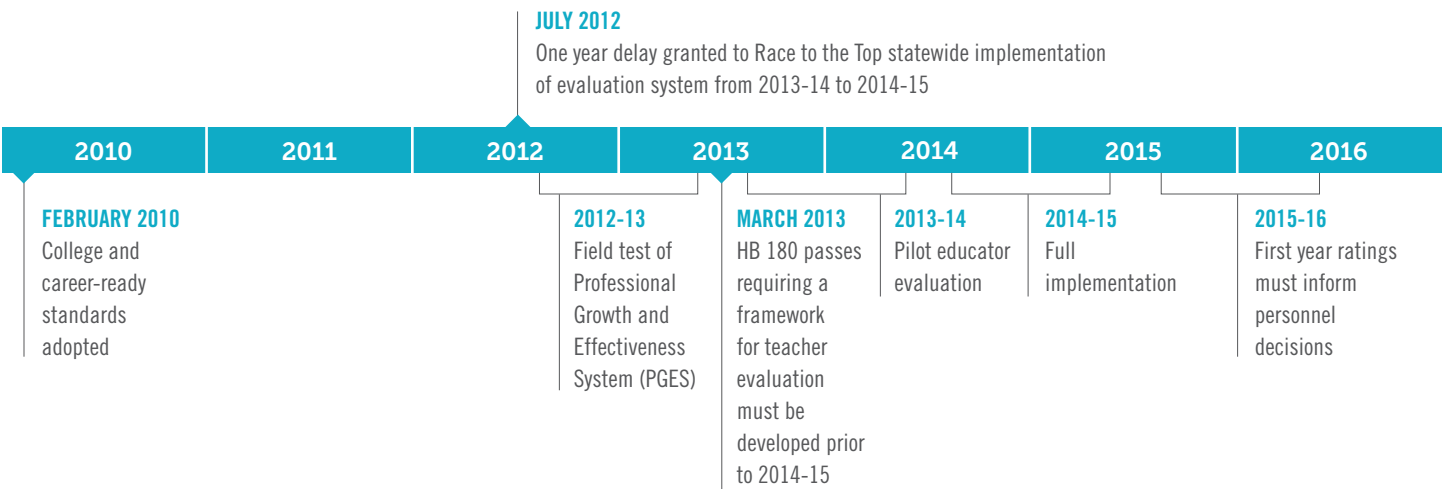
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

KENTUCKY



## KENTUCKY'S IMPLEMENTATION TIMELINE



## KENTUCKY'S EVALUATION SYSTEM REQUIREMENTS

### EVALUATION SYSTEM

### REQUIREMENTS

Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Professional Growth and Effectiveness System (PGES)</i> .
Use of achievement data/student growth in teacher evaluations	The statewide personnel evaluation system uses multiple measures of effectiveness, including student growth data as a “significant” factor in determining teacher effectiveness.
Observations	Multiple observations are required for nontenured teachers and teachers with unsatisfactory observation results.
Tenure Policy	Teachers are awarded tenure automatically after a four-year probationary period.
Dismissal Policy	Kentucky does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES KENTUCKY CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Kentucky implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Kentucky and other states’ teacher effectiveness policies, NCTQ’s *2015 Kentucky State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



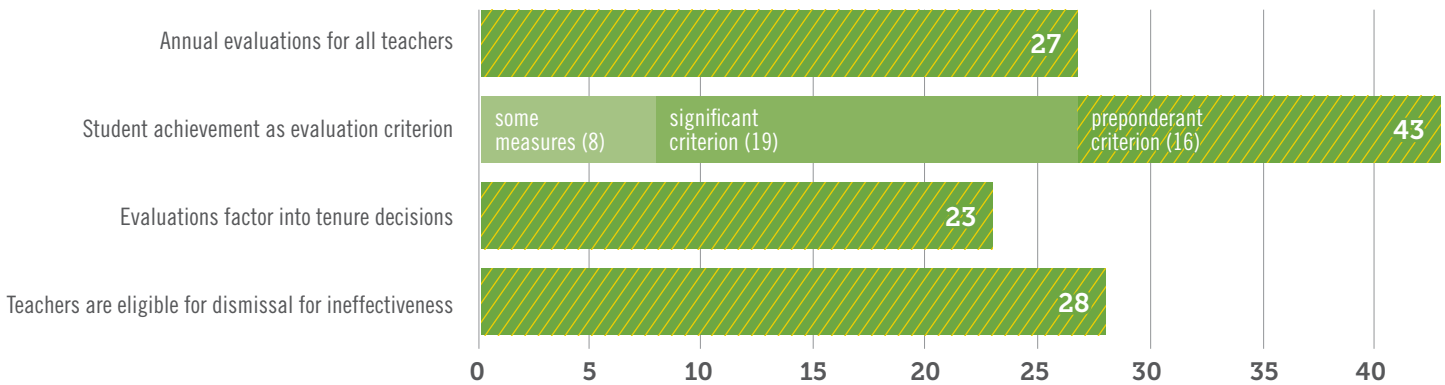
# TEACHER EVALUATION POLICY IN LOUISIANA:

## Where is Louisiana in implementing teacher effectiveness policies?

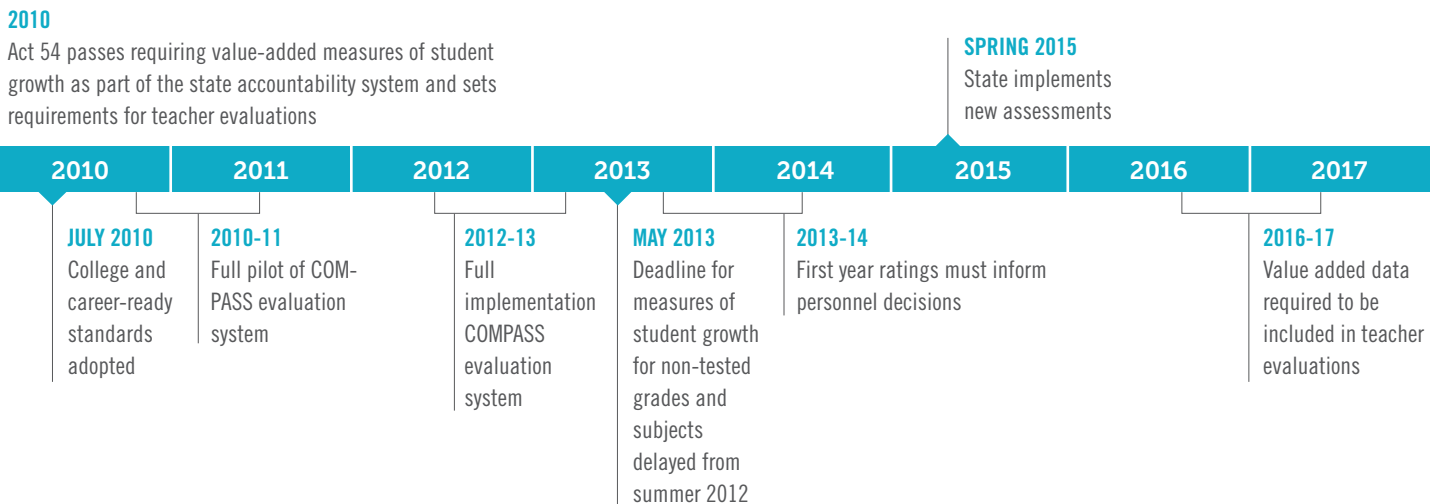
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

LOUISIANA



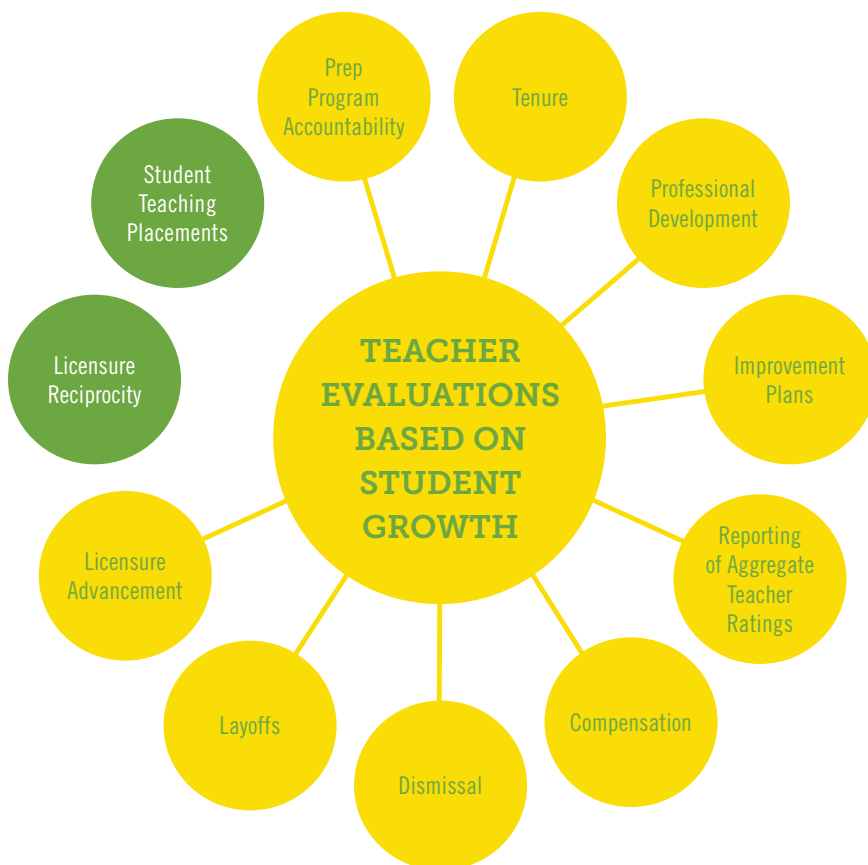
### LOUISIANA'S IMPLEMENTATION TIMELINE



## LOUISIANA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Compass</i> .
Use of achievement data/student growth in teacher evaluations	Fifty percent of the evaluation score is based on student learning and fifty percent on observation using the state's rubric.
Observations	At least two observations are required each year. One observation may be waived for teachers who have earned a highly effective rating.
Tenure Policy	Teachers must be rated highly effective for five out of six years to be granted tenure. All other teachers remain "at-will" employees.
Dismissal Policy	Ineffective performance ratings constitutes sufficient proof of poor performance, incompetence, or willful neglect of duty for dismissal. Timeline for dismissing teachers with ineffective ratings is unclear.

## DOES LOUISIANA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Louisiana is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Louisiana and other states' teacher effectiveness policies, NCTQ's *2015 Louisiana State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



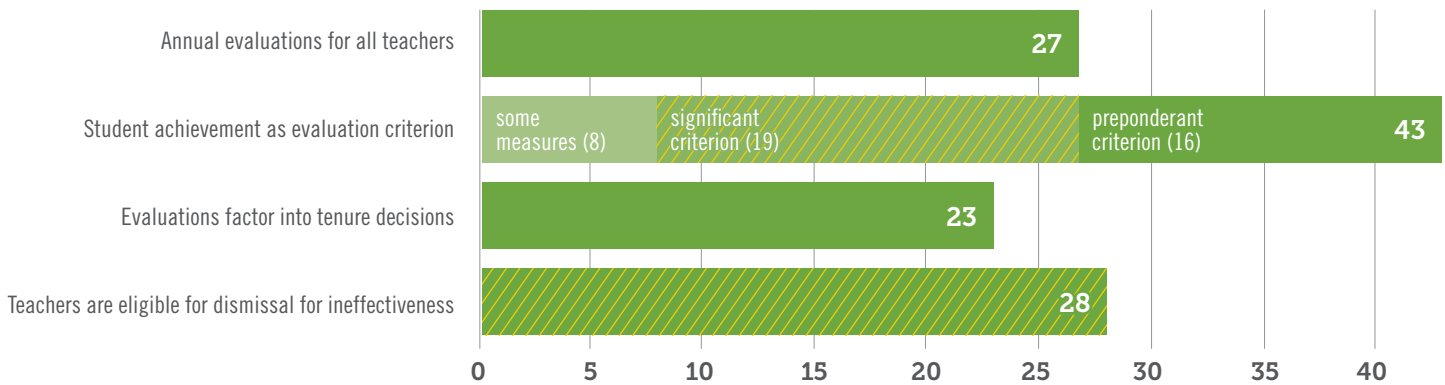
# TEACHER EVALUATION POLICY IN MAINE:

## Where is Maine in implementing teacher effectiveness policies?

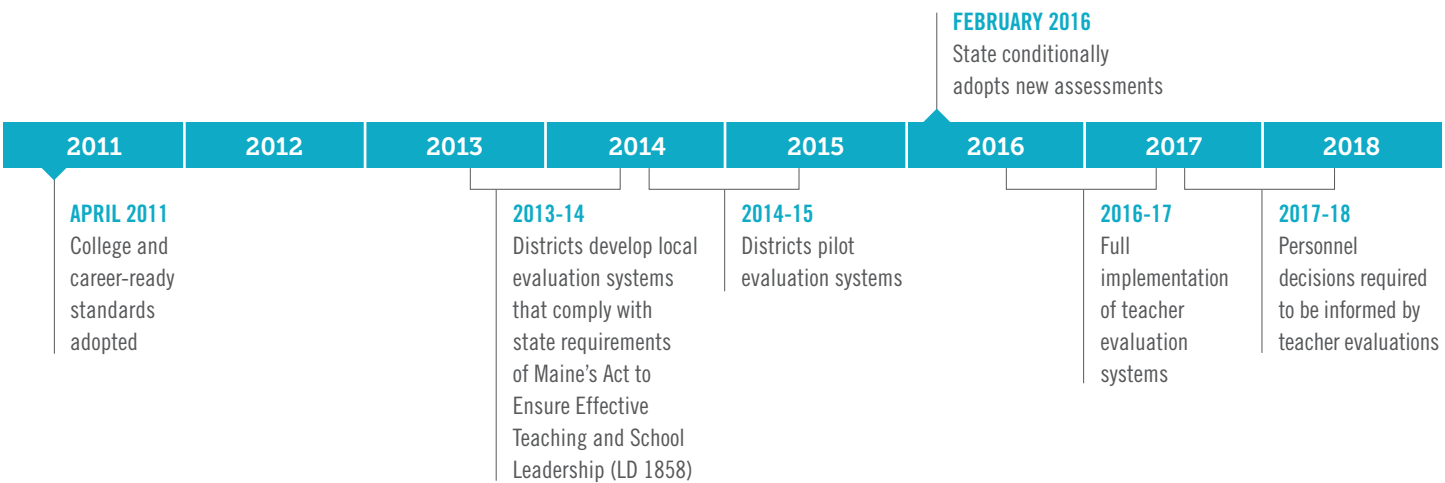
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

MAINE 



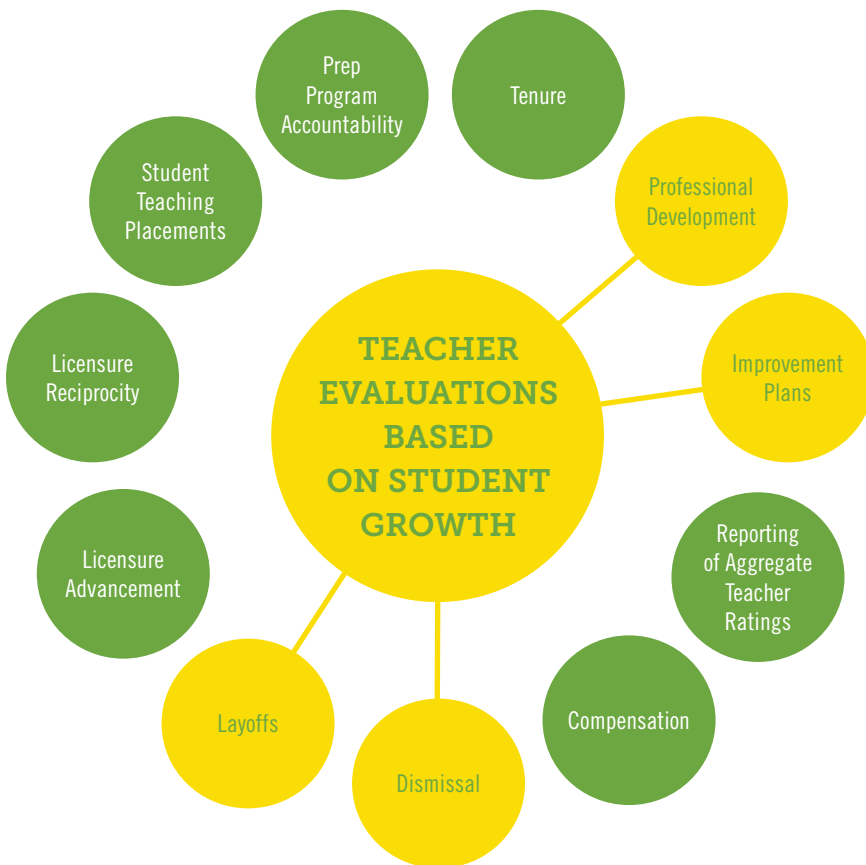
### MAINE'S IMPLEMENTATION TIMELINE



## MAINE'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Teacher evaluations must use multiple measures of educator effectiveness, including but not limited to student learning and growth, although rules say student learning and growth must inform a significant portion of the effectiveness rating.
Observations	Observation must occur throughout the year for all teachers.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Receiving two consecutive ratings of ineffective constitutes just cause for nonrenewal of a teacher's contract.

## DOES MAINE CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Maine implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to do more to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Maine and other states' teacher effectiveness policies, NCTQ's *2015 Maine State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





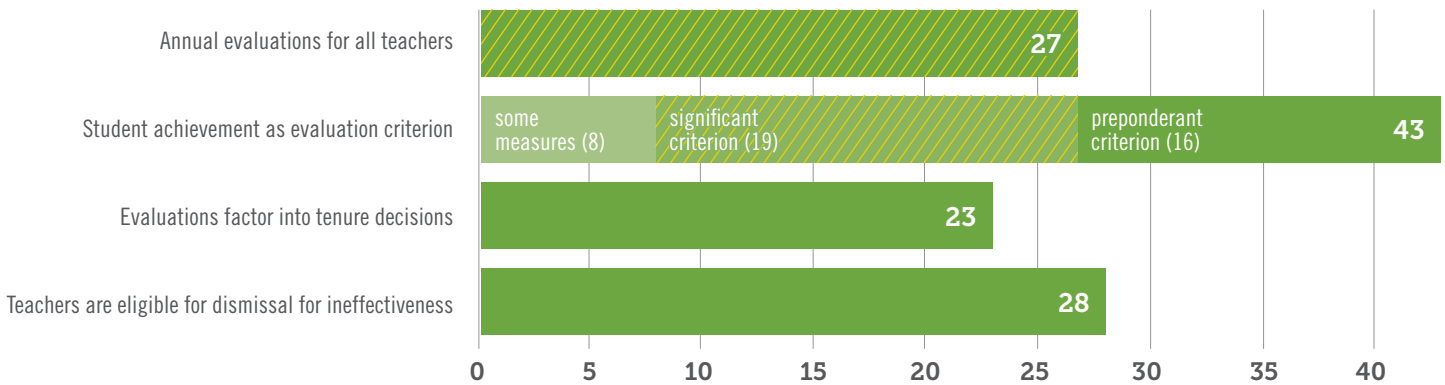
# TEACHER EVALUATION POLICY IN MARYLAND:

Where is Maryland in implementing teacher effectiveness policies?

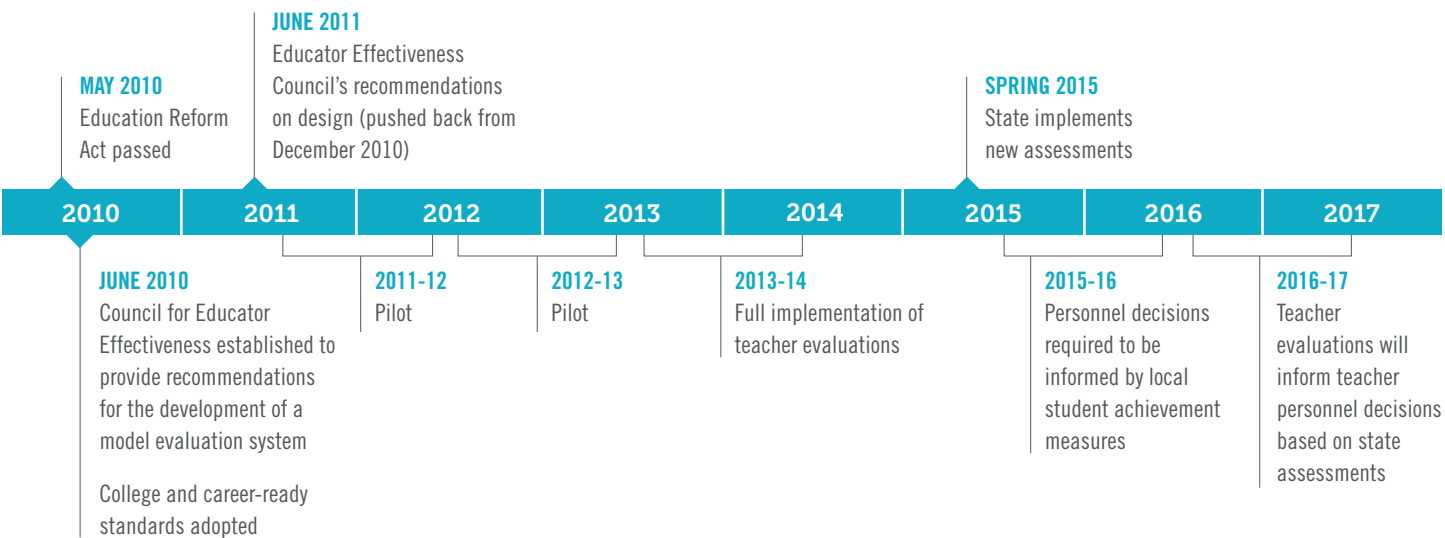
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

MARYLAND 



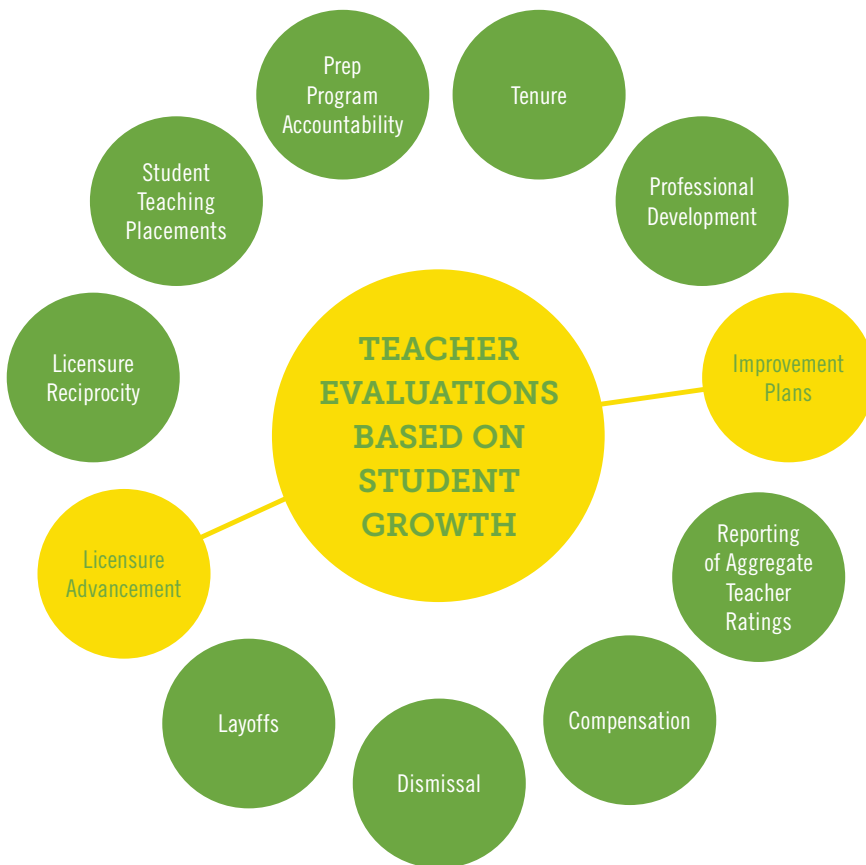
## MARYLAND'S IMPLEMENTATION TIMELINE



## MARYLAND'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Student growth must account for a “significant” portion of a teacher’s performance evaluation and must be one of the multiple measures used. No single criterion is allowed to count for more than thirty-five percent of the total performance evaluation.
Observations	At least two observations per year.
Tenure Policy	Teachers in Maryland are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Maryland does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES MARYLAND CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Maryland implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Maryland and other states’ teacher effectiveness policies, NCTQ’s *2015 Maryland State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



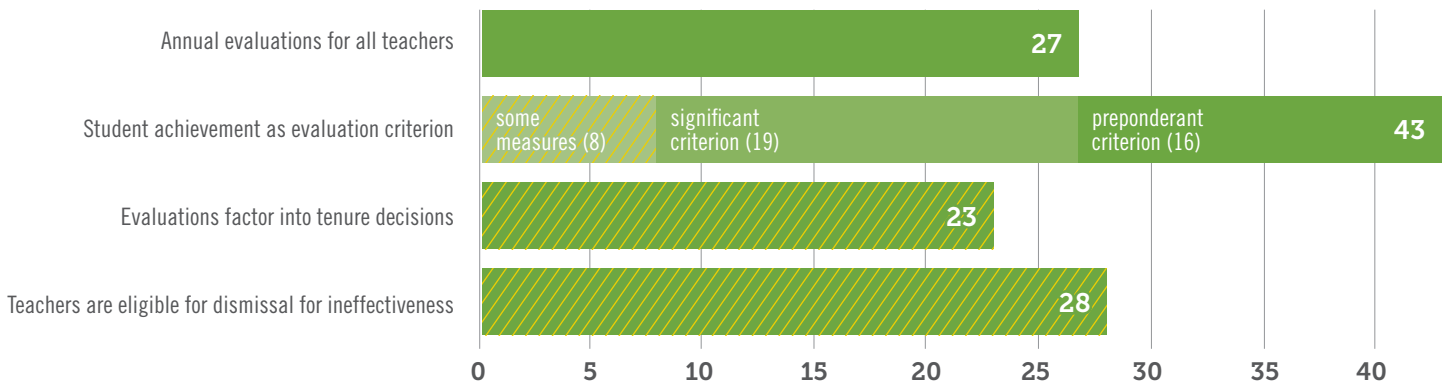
# TEACHER EVALUATION POLICY IN MASSACHUSETTS:

Where is Massachusetts in implementing  
teacher effectiveness policies?

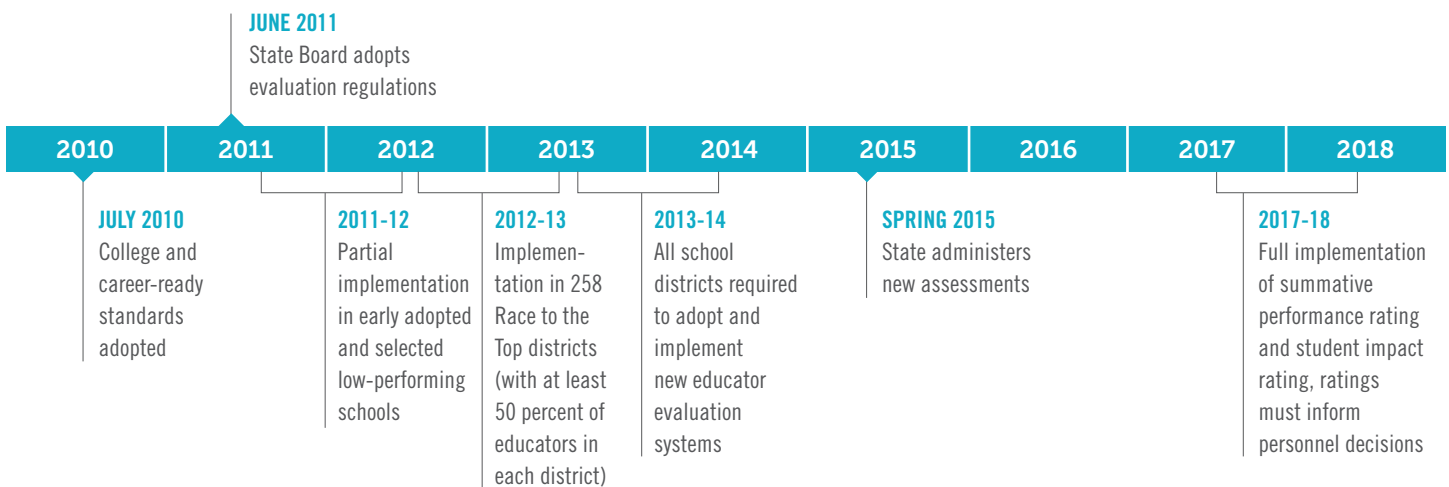
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

MASSACHUSETTS



### MASSACHUSETTS' IMPLEMENTATION TIMELINE



## MASSACHUSETTS' EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Massachusetts requires its teacher evaluations to include “multiple measures of student learning, growth and achievement” as one category of evidence in teacher evaluations.
Observations	Classroom observations are required.
Tenure Policy	Teachers must achieve ratings of proficient or exemplary on each performance standard and on the overall evaluation to be eligible for nonprobationary status.
Dismissal Policy	A teacher can be dismissed for failing to meet the performance standards of the evaluation system. The timeline for dismissing teachers for poor evaluation ratings is unclear.

## DOES MASSACHUSETTS CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Massachusetts are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Massachusetts and other states' teacher effectiveness policies, NCTQ's *2015 Massachusetts State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



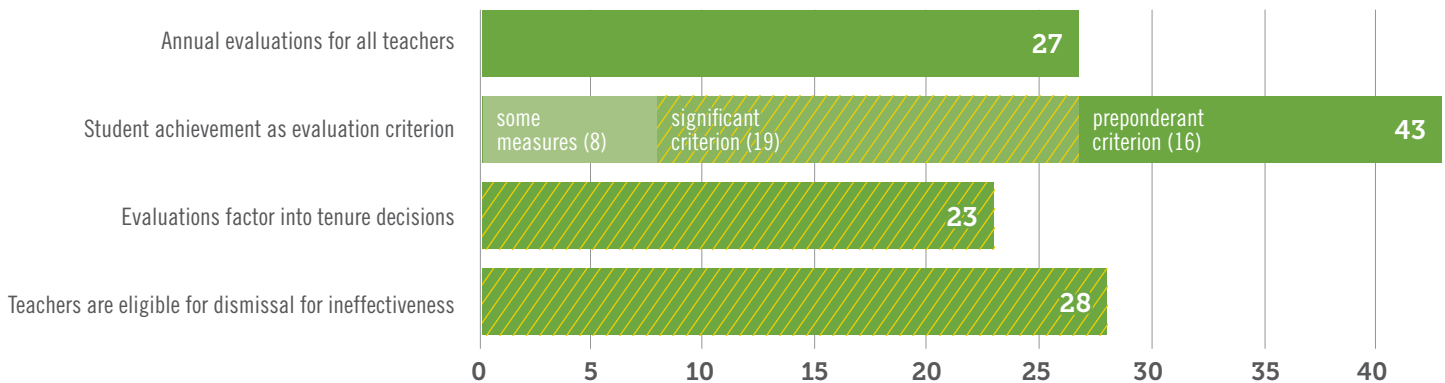
# TEACHER EVALUATION POLICY IN MICHIGAN:

Where is Michigan in implementing teacher effectiveness policies?

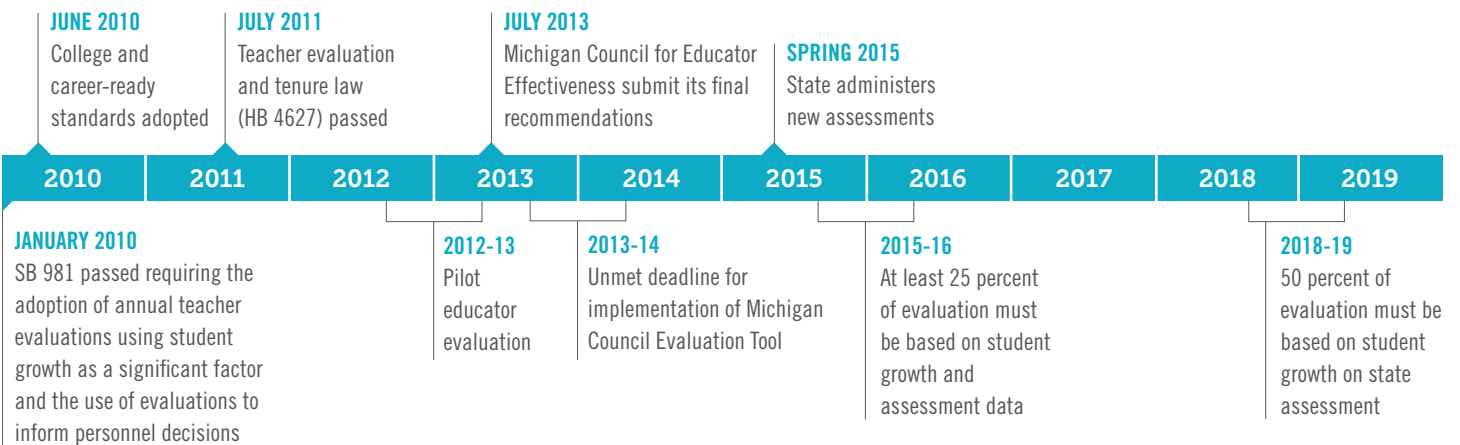
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

MICHIGAN 



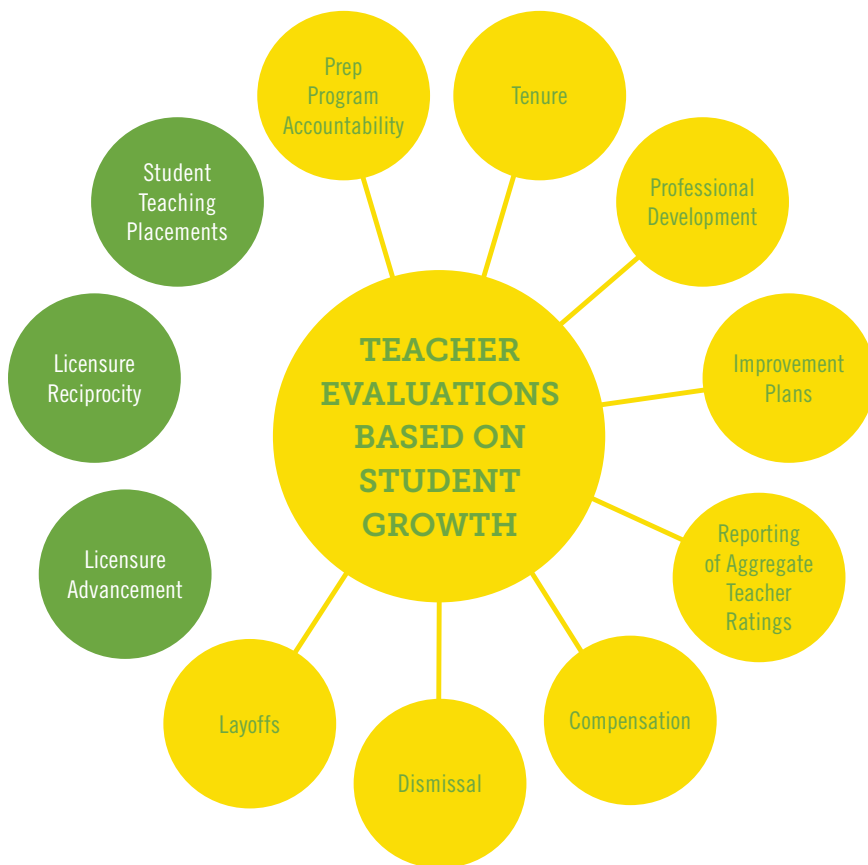
## MICHIGAN'S IMPLEMENTATION TIMELINE



## MICHIGAN'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Beginning in 2015-2016, twenty five percent of teacher evaluations must be based on student growth and assessment data. For the 2018-2019 school year, forty percent must be based on student growth.
Observations	Multiple observations required.
Tenure Policy	Teachers successfully complete five-year probationary period with effective or highly effective ratings on the three most recent annual performance evaluations.
Dismissal Policy	Teachers rated ineffective on three consecutive annual year-end evaluations will be dismissed.

## DOES MICHIGAN CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Michigan is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Michigan and other states’ teacher effectiveness policies, NCTQ’s *2015 Michigan State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



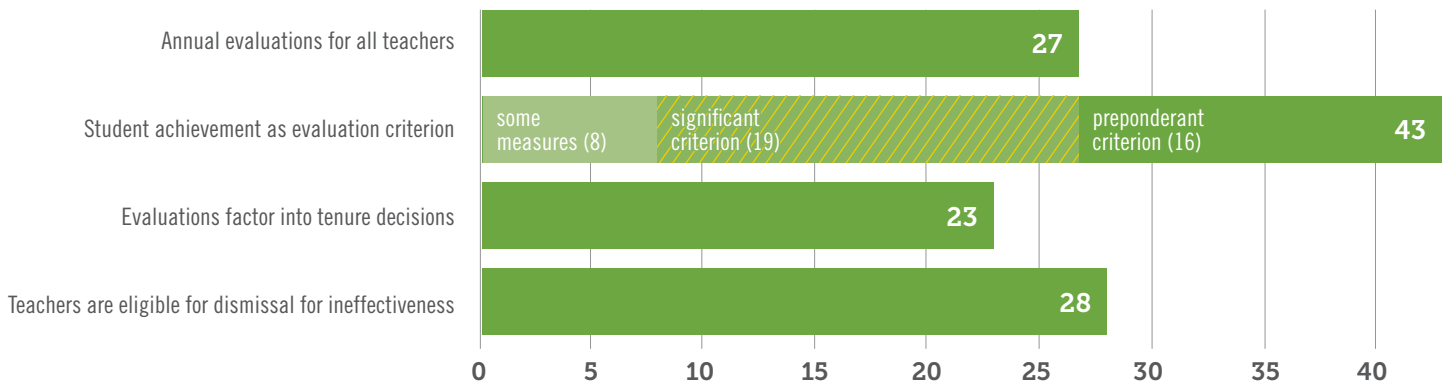
# TEACHER EVALUATION POLICY IN MINNESOTA:

Where is Minnesota in implementing teacher effectiveness policies?

## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

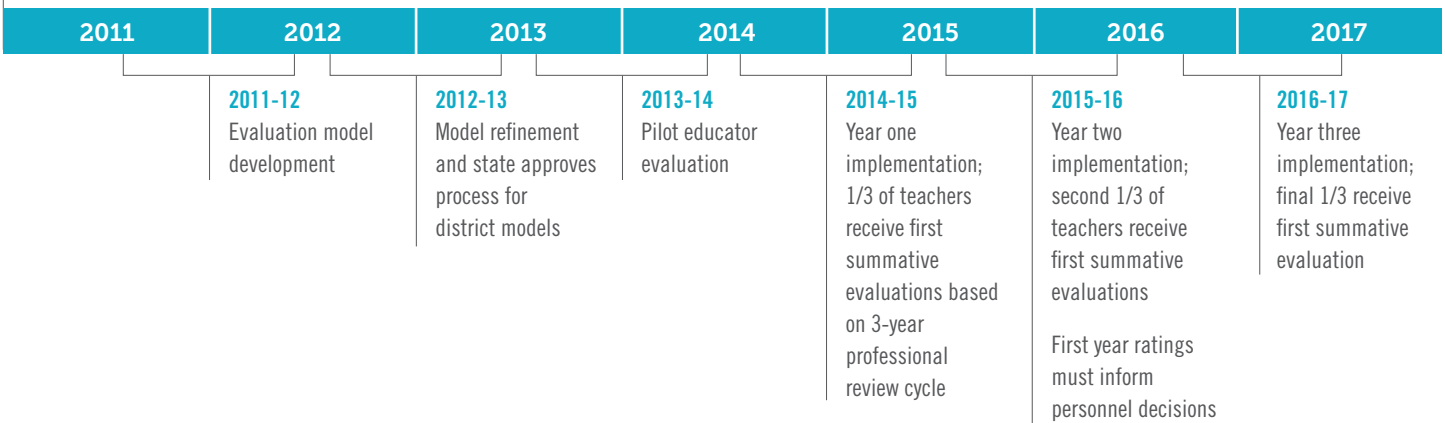
MINNESOTA 



## MINNESOTA'S IMPLEMENTATION TIMELINE

### 2011

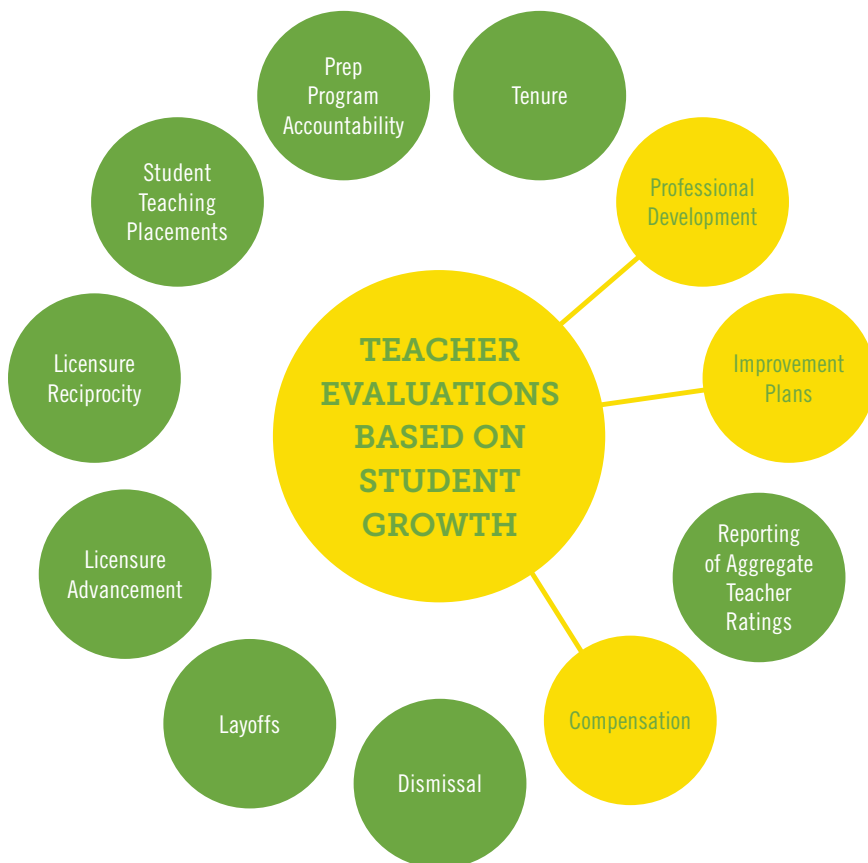
Minnesota Legislature creates statutory language requiring schools to have annual evaluations for principals beginning in 2013-14 and for teachers beginning in 2014-15



## MINNESOTA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Value added assessment models will count for thirty-five percent of teacher evaluation results.
Observations	Classroom observations are required; however, it does not appear they are guaranteed to occur on an annual basis.
Tenure Policy	Teachers are awarded tenure after a three-year probationary period based on peer review; there is no indication that evidence of effectiveness is considered.
Dismissal Policy	Teachers may be dismissed for “inefficiency” as it pertains to the state’s evaluation system; however, there is no explicit definition that ties inefficiency to classroom ineffectiveness.

## DOES MINNESOTA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Minnesota implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Minnesota and other states’ teacher effectiveness policies, NCTQ’s *2015 Minnesota State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





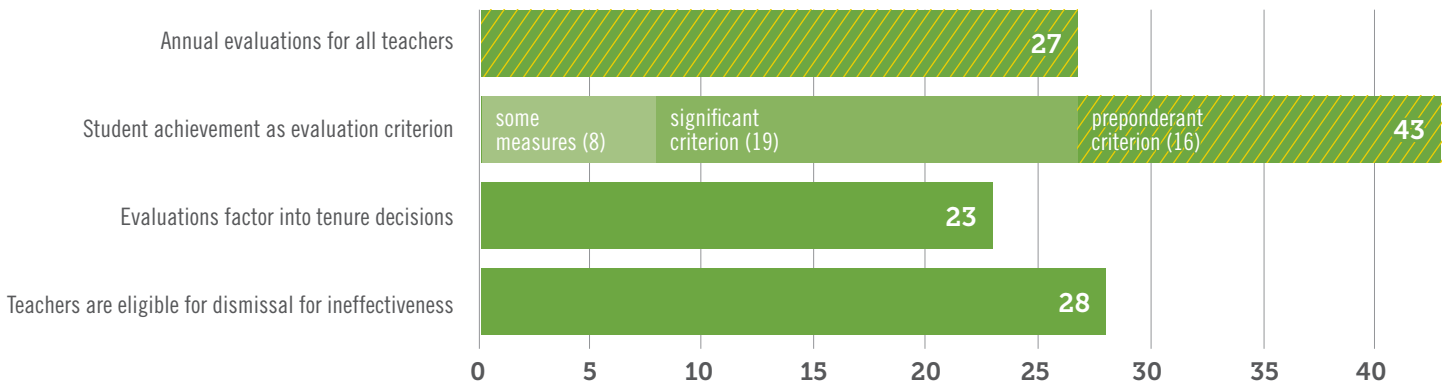
# TEACHER EVALUATION POLICY IN MISSISSIPPI:

Where is Mississippi in implementing teacher effectiveness policies?

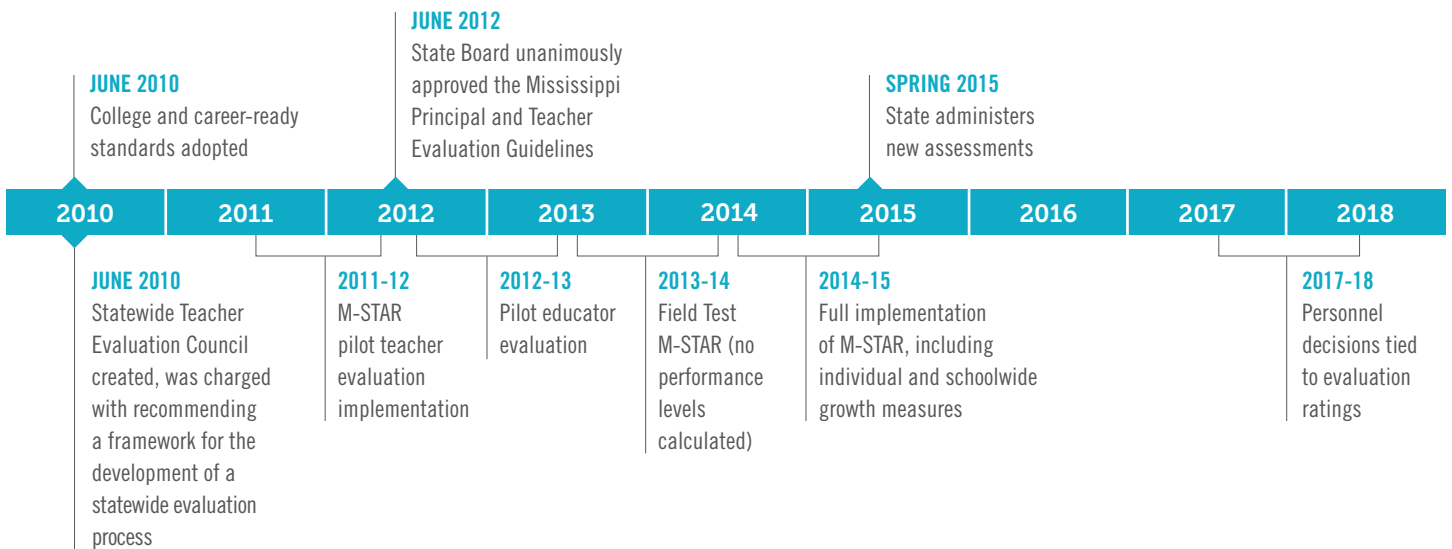
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

MISSISSIPPI 



## MISSISSIPPI'S IMPLEMENTATION TIMELINE



## MISSISSIPPI'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system: <i>Mississippi Statewide Teacher Appraisal Rubric (M-STAR)</i> and <i>Educator Evaluation Growth Model</i> .
Use of achievement data/student growth in teacher evaluations	Fifty percent of teacher evaluation scores must be comprised of objective student growth data from M-STAR. For teachers in state-tested areas, thirty percent must be individual growth and twenty percent must be schoolwide growth.
Observations	All teachers must receive at least one formal classroom observation. A minimum of two walkthrough classroom visits are also required.
Tenure Policy	Teachers are awarded non-probationary status automatically after a one-year probationary period.
Dismissal Policy	Mississippi does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES MISSISSIPPI CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Mississippi implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Mississippi and other states’ teacher effectiveness policies, NCTQ’s *2015 Mississippi State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



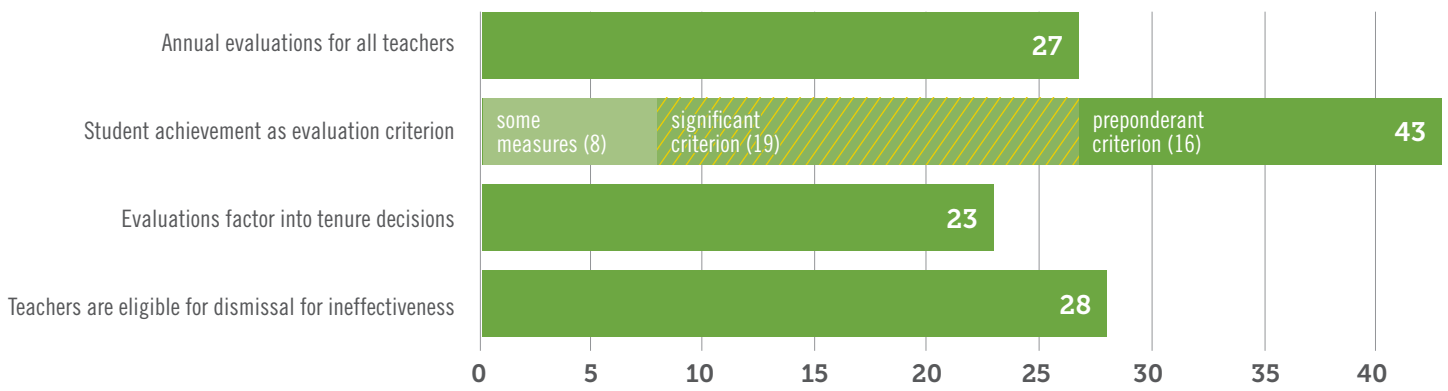
# TEACHER EVALUATION POLICY IN MISSOURI:

Where is Missouri in implementing teacher effectiveness policies?

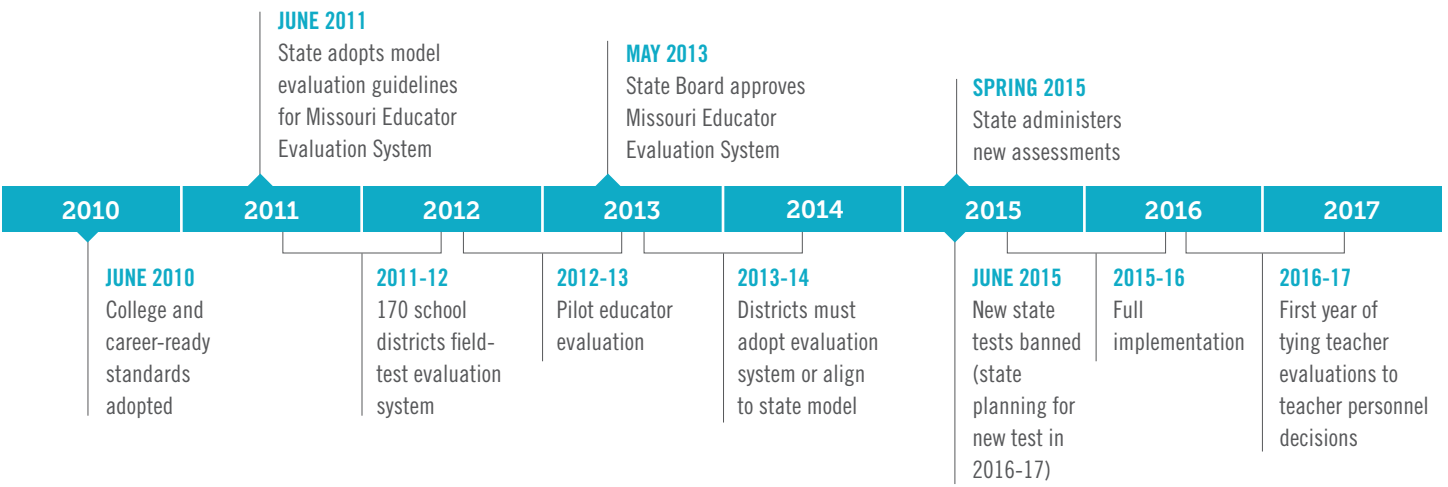
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

MISSOURI 



## MISSOURI'S IMPLEMENTATION TIMELINE



## MISSOURI'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Missouri's Model Educator Evaluation System</i> .
Use of achievement data/student growth in teacher evaluations	The state's framework requires locally developed systems to include measures of student growth that are a "significant" contributing factor and to ensure that a proficient or distinguished rating cannot be earned if student growth is low.
Observations	Multiple sources of evidence, including observation, are required.
Tenure Policy	Teachers are awarded tenure automatically after a five-year probationary period.
Dismissal Policy	If sustained demonstration of unacceptable performance occurs, a local dismissal protocol should be enacted.

## DOES MISSOURI CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Missouri implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to "connect the dots" — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Missouri and other states' teacher effectiveness policies, NCTQ's *2015 Missouri State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



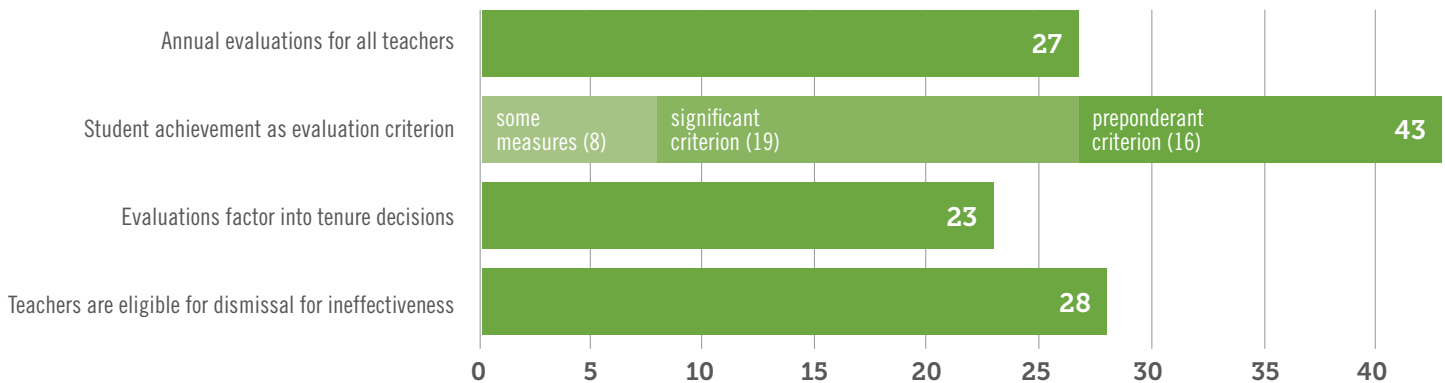
# TEACHER EVALUATION POLICY IN MONTANA:

## Where is Montana in implementing teacher effectiveness policies?

### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

MONTANA



### MONTANA'S IMPLEMENTATION TIMELINE



## MONTANA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Objective measures of student achievement are not required.
Observations	Not specified.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Montana does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES MONTANA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Montana are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Montana and other states’ teacher effectiveness policies, NCTQ’s *2015 Montana State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



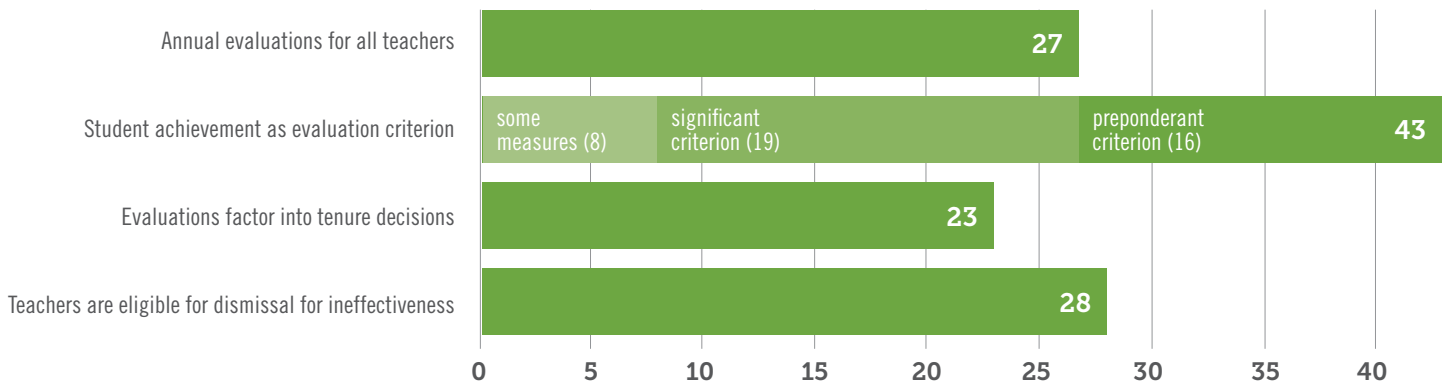
# TEACHER EVALUATION POLICY IN NEBRASKA:

## Where is Nebraska in implementing teacher effectiveness policies?

### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

NEBRASKA 



### NEBRASKA'S IMPLEMENTATION TIMELINE



**FEBRUARY 2012**  
 State Board develops a voluntary model teacher evaluation system

## NEBRASKA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Objective measures of student achievement are not required.
Observations	Classroom observations are required for probationary teachers.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Nebraska does not explicitly make teacher ineffectiveness grounds for dismissal.

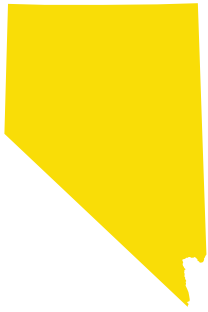
## DOES NEBRASKA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Nebraska are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Nebraska and other states’ teacher effectiveness policies, NCTQ’s *2015 Nebraska State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





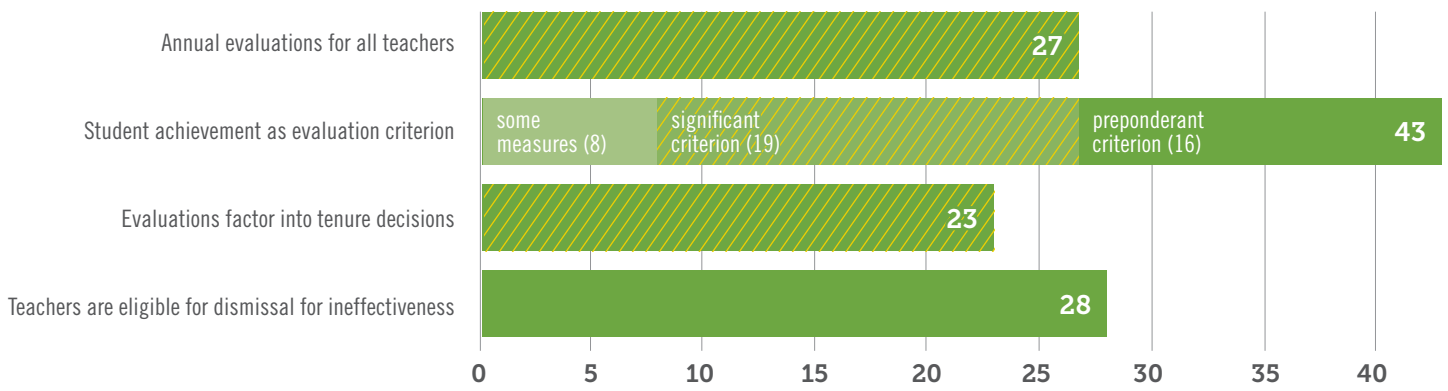
# TEACHER EVALUATION POLICY IN NEVADA:

Where is Nevada in implementing teacher effectiveness policies?

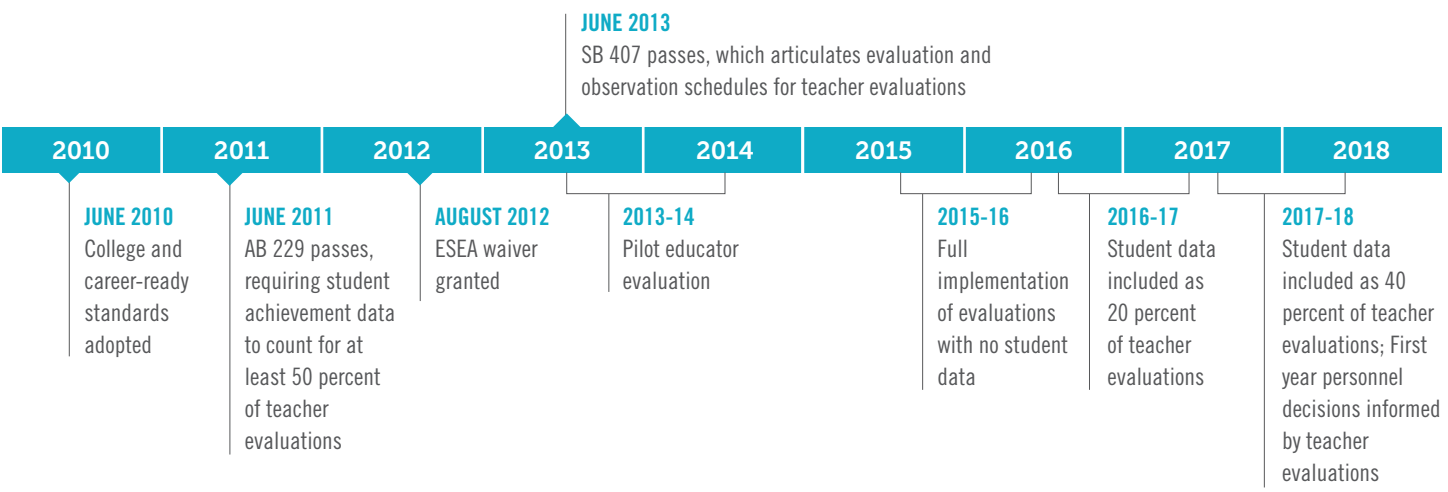
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

NEVADA 



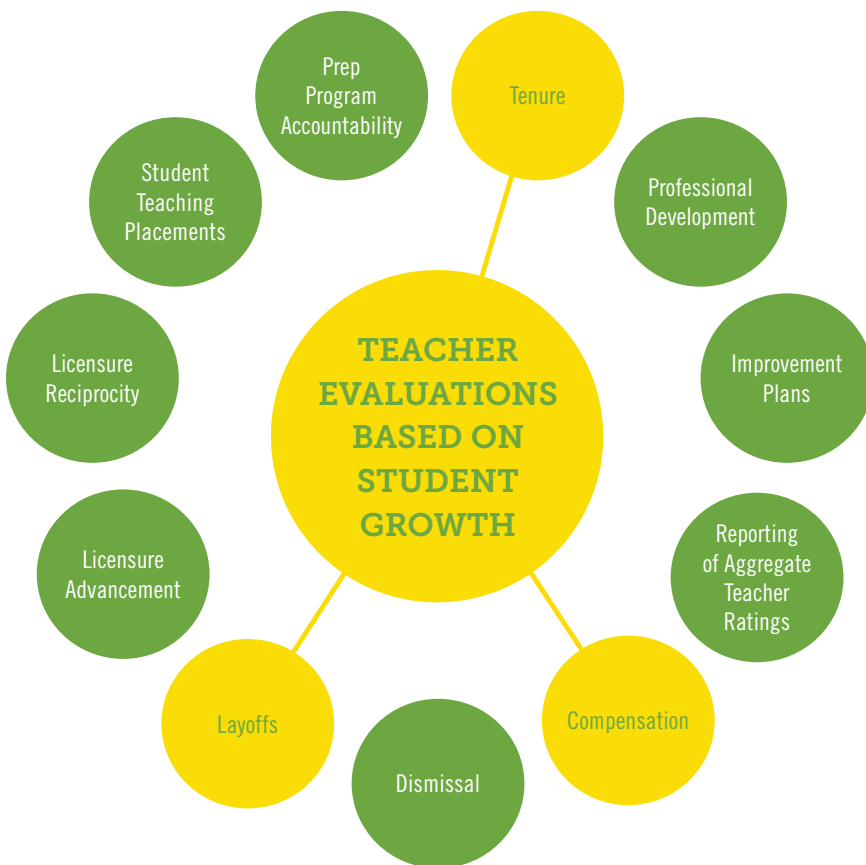
## NEVADA'S IMPLEMENTATION TIMELINE



## NEVADA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Student achievement data counts for at least forty percent of teacher evaluations.
Observations	At least one observation per year required.
Tenure Policy	Probationary teachers must show two years of satisfactory performance on each teacher evaluation within a three-year period before they earn tenure.
Dismissal Policy	Non-probationary teachers return to probationary status if they receive two consecutive years of unsatisfactory evaluations and are eligible for dismissal. However, the state does not distinguish due process rights for teachers dismissed for ineffectiveness with other charges associated with license revocation, such as felony crimes.

## DOES NEVADA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Nevada has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Nevada and other states’ teacher effectiveness policies, NCTQ’s *2015 Nevada State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



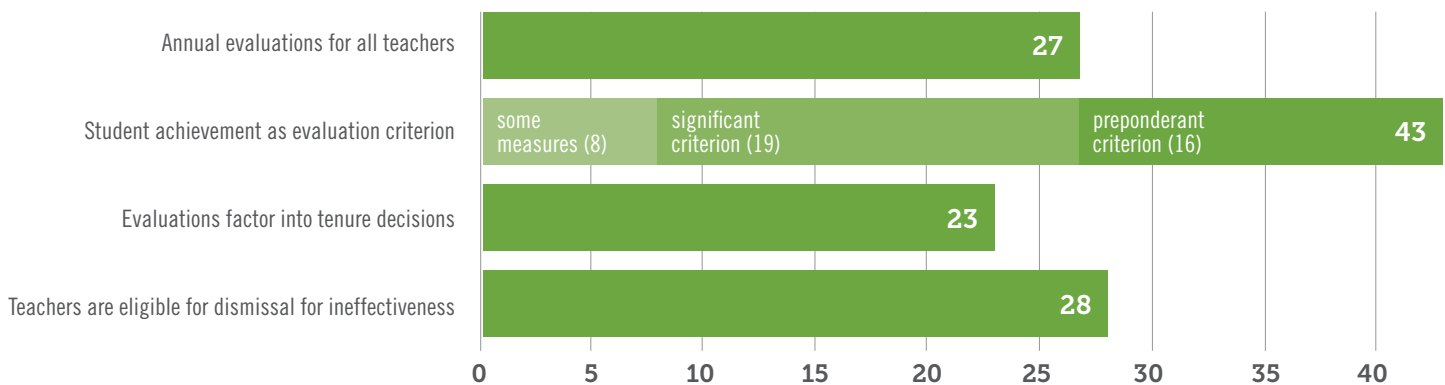
# TEACHER EVALUATION POLICY IN NEW HAMPSHIRE:

## Where is New Hampshire in implementing teacher effectiveness policies?

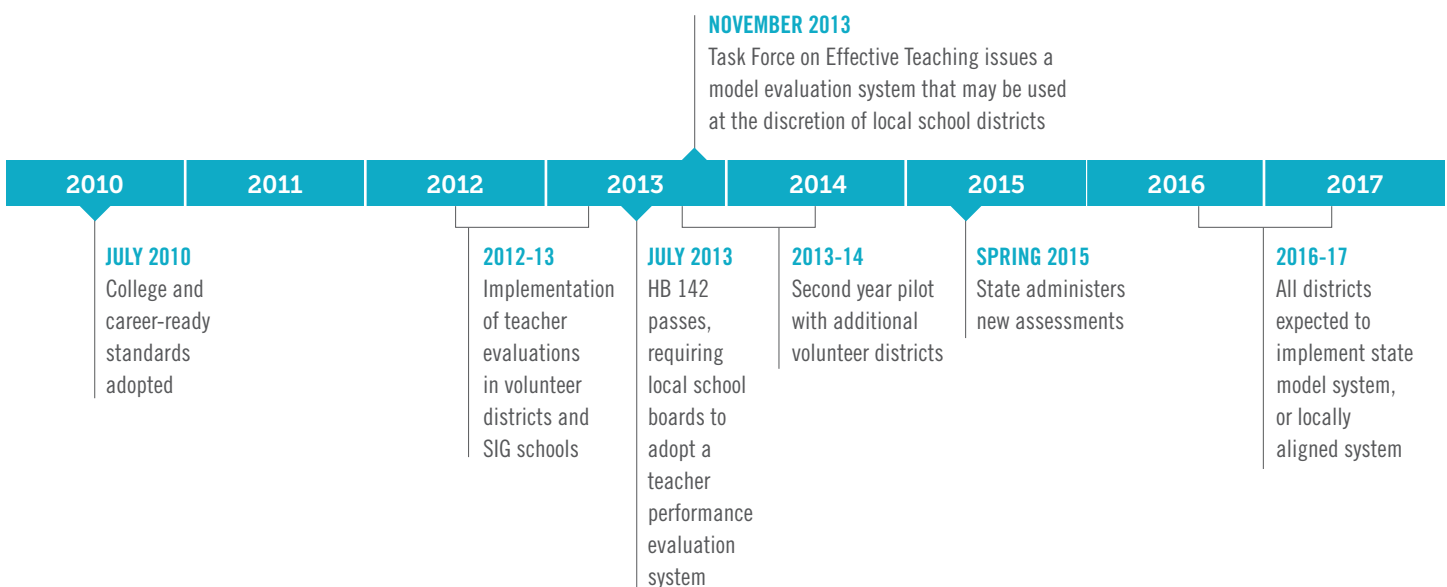
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

NEW HAMPSHIRE 



### NEW HAMPSHIRE'S IMPLEMENTATION TIMELINE



## NEW HAMPSHIRE'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	New Hampshire's task force outlines a system that incorporates student performance, however these elements are not required.
Observations	Not specified.
Tenure Policy	Teachers are awarded tenure automatically after a five-year probationary period.
Dismissal Policy	New Hampshire does not explicitly make teacher ineffectiveness grounds for nonrenewal.

## DOES NEW HAMPSHIRE CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like New Hampshire are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about New Hampshire and other states' teacher effectiveness policies, NCTQ's *2015 New Hampshire State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



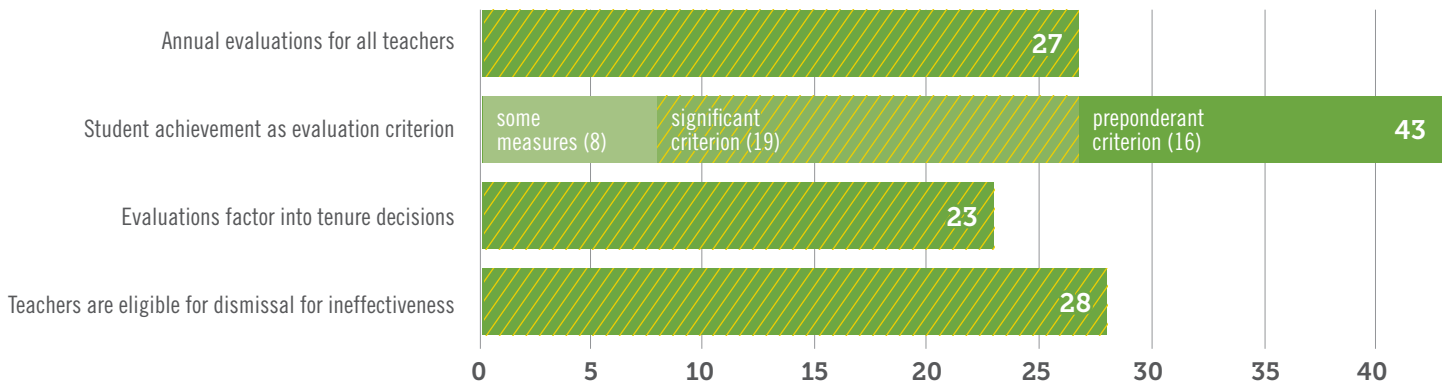
# TEACHER EVALUATION POLICY IN NEW JERSEY:

Where is New Jersey in implementing teacher effectiveness policies?

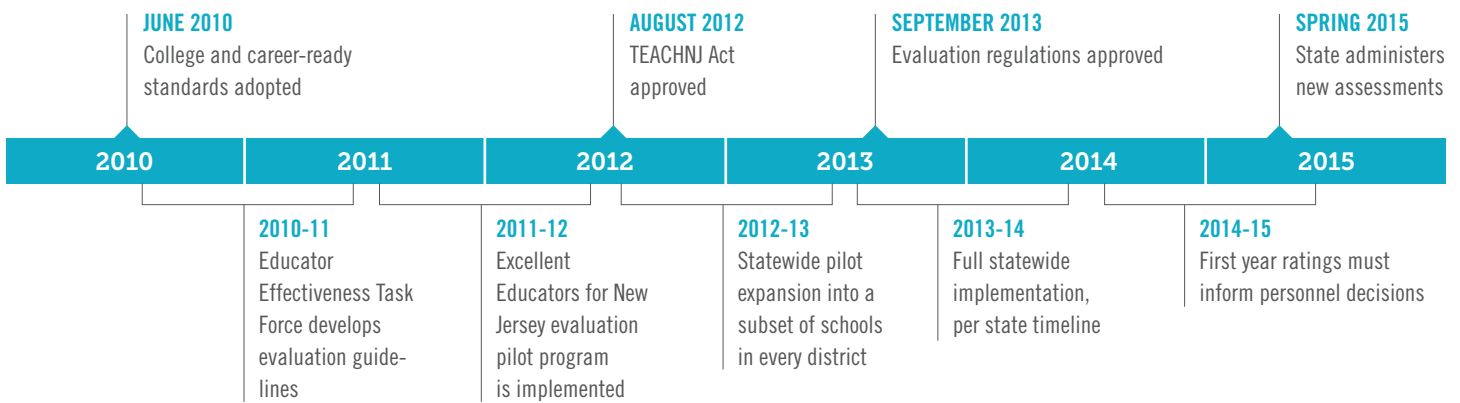
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

NEW JERSEY 



## NEW JERSEY'S IMPLEMENTATION TIMELINE



## NEW JERSEY'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Student performance data are required to be a significant factor in a teacher's evaluation score. The Commissioner of the Department of Education sets the weights each year. As state phased in new tests performance counted for ten percent in 2014-15 and twenty percent in 2015-16.
Observations	Multiple observations are required.
Tenure Policy	New teachers must complete a one-year mentorship program. Then they must be rated effective or highly effective on summative evaluations for two of the next three years of employment to earn tenure.
Dismissal Policy	A superintendent may start dismissal proceedings on grounds of "inefficiency" when a teacher receives any combination of ineffective or partially effective ratings on annual summative evaluations two years in a row.

## DOES NEW JERSEY CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



New Jersey has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about New Jersey and other states' teacher effectiveness policies, NCTQ's *2015 New Jersey State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



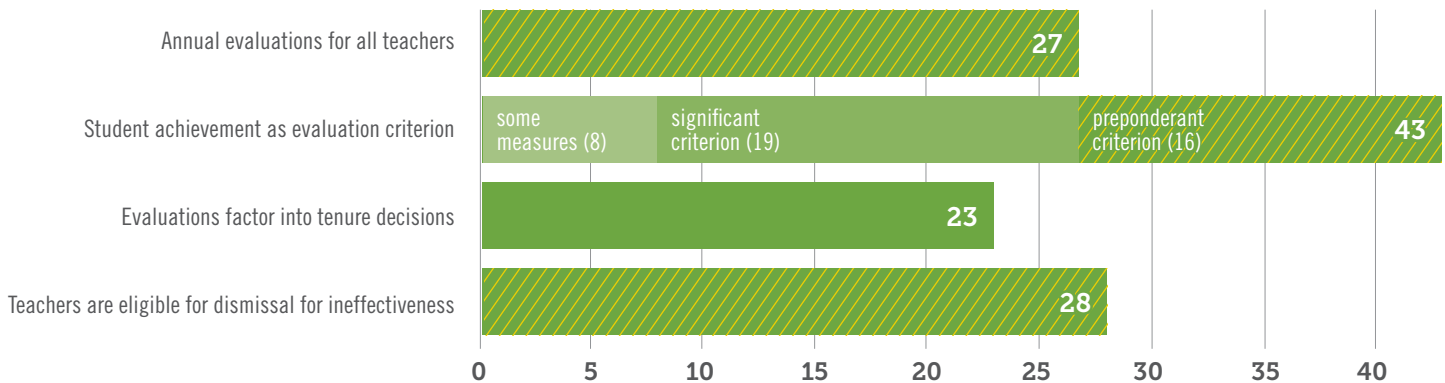
# TEACHER EVALUATION POLICY IN NEW MEXICO:

Where is New Mexico in implementing teacher effectiveness policies?

## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

NEW MEXICO



## NEW MEXICO'S IMPLEMENTATION TIMELINE



## NEW MEXICO'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Evaluation plans must include measures of student achievement growth worth fifty percent. For teachers with a standards-based assessment, the growth component must be comprised of the standard-based assessment (thirty-five percent) and additional department-approved assessments (fifteen percent).
Observations	Classroom observations are required.
Tenure Policy	Teachers in New Mexico are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	If, after a ninety-day remediation period a teacher rated minimally effective or ineffective has not made progress, the teacher is eligible for dismissal.

## DOES NEW MEXICO CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



New Mexico has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about New Mexico and other states' teacher effectiveness policies, NCTQ's *2015 New Mexico State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





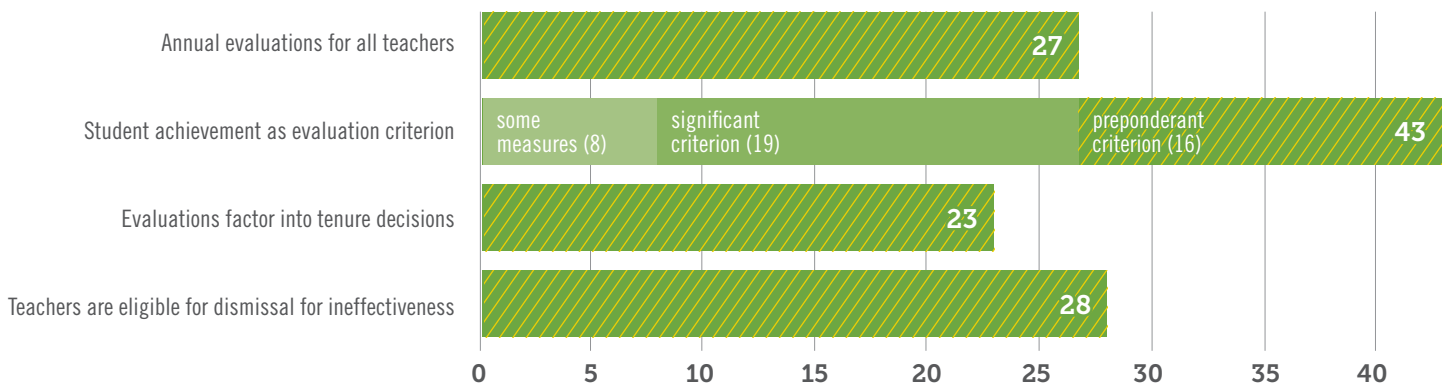
# TEACHER EVALUATION POLICY IN NEW YORK:

Where is New York in implementing teacher effectiveness policies?

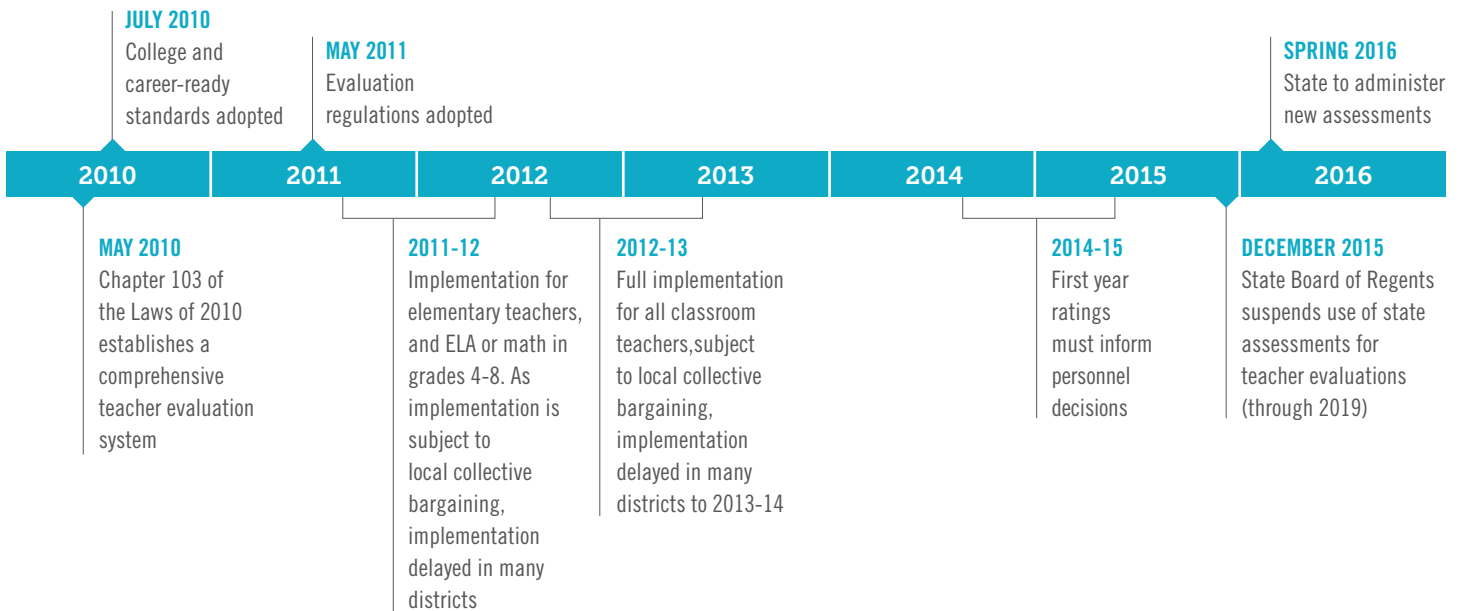
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

NEW YORK 



### NEW YORK'S IMPLEMENTATION TIMELINE



## NEW YORK'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	New York requires that half of a teacher's evaluation score be based on student academic achievement.
Observations	Multiple classroom observations are required.
Tenure Policy	At the conclusion of the four year probationary period, teachers must be rated effective or highly effective for three out of four years.
Dismissal Policy	Teachers can be dismissed for incompetency, which is defined as a pattern of ineffective teaching. Timeline for dismissal of a teacher for ineffective teaching is unclear.

## DOES NEW YORK CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



New York has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about New York and other states' teacher effectiveness policies, NCTQ's *2015 New York State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



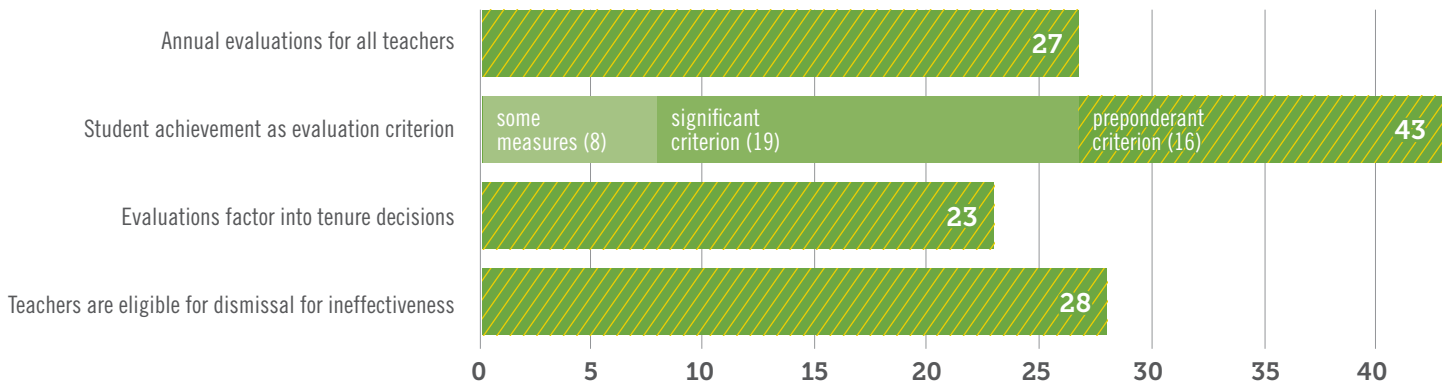
# TEACHER EVALUATION POLICY IN NORTH CAROLINA:

Where is North Carolina in implementing teacher effectiveness policies?

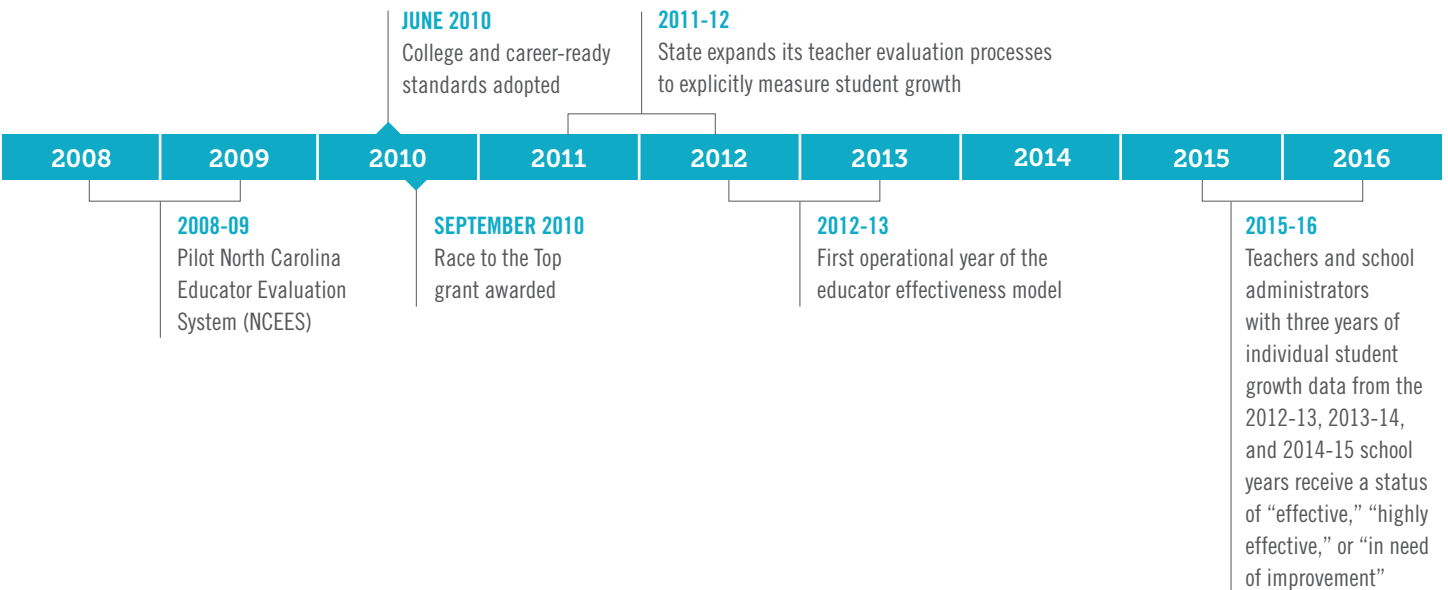
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

NORTH CAROLINA 



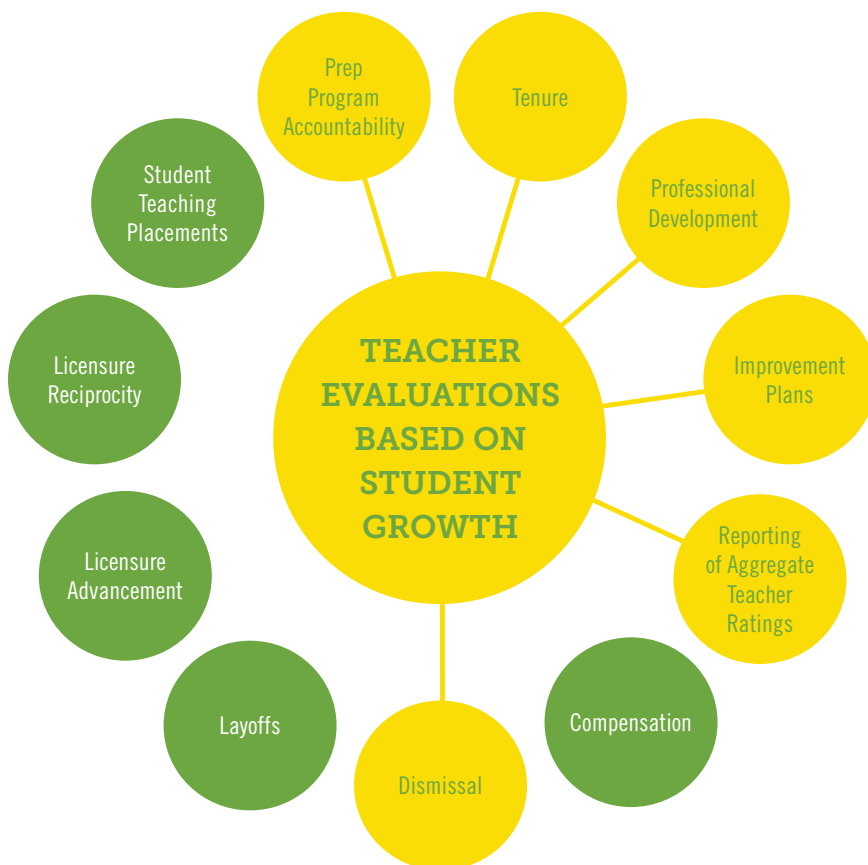
## NORTH CAROLINA'S IMPLEMENTATION TIMELINE



## NORTH CAROLINA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive evaluation model for districts with possible opt-out: <i>North Carolina Educator Evaluation System</i>
Use of achievement data/student growth in teacher evaluations	All teachers must be evaluated based on six standards. A teacher cannot be rated effective if he or she does not meet expected student growth standard. Once a teacher has a three-year rolling average of student growth values, an overall status is determined.
Observations	Classroom observations are required.
Tenure Policy	Teachers employed for less than three years are given one-year contracts and contracts of more than one year are only available to teachers who have “shown effectiveness as demonstrated by proficiency on the evaluation instrument.”
Dismissal Policy	A nonprobationary teacher may be terminated for inadequate performance defined as failure to perform at a proficient level on any standard of the evaluation instrument. Timeline for teacher dismissal is unclear.

## DOES NORTH CAROLINA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



North Carolina has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about North Carolina and other states’ teacher effectiveness policies, NCTQ’s *2015 North Carolina State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



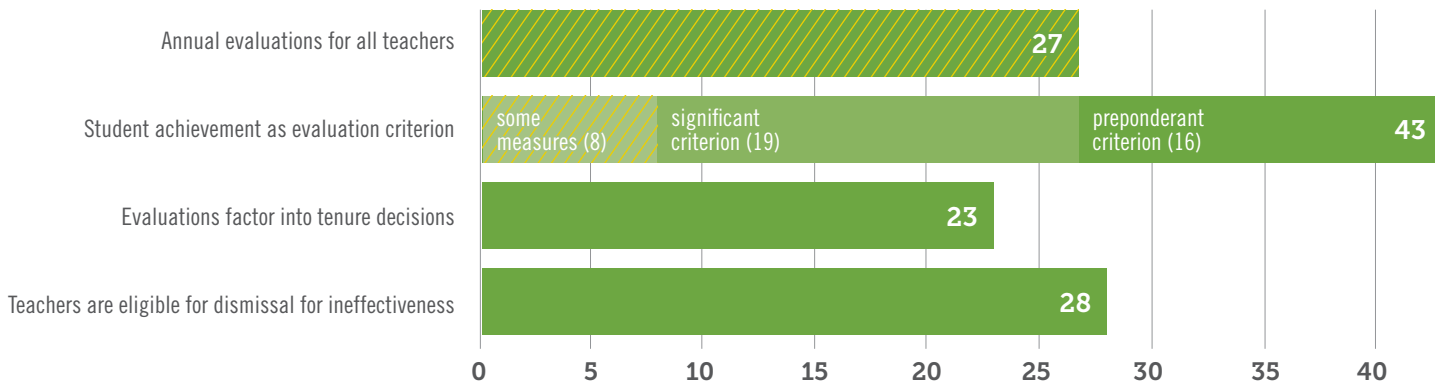
# TEACHER EVALUATION POLICY IN NORTH DAKOTA:

Where is North Dakota in implementing teacher effectiveness policies?

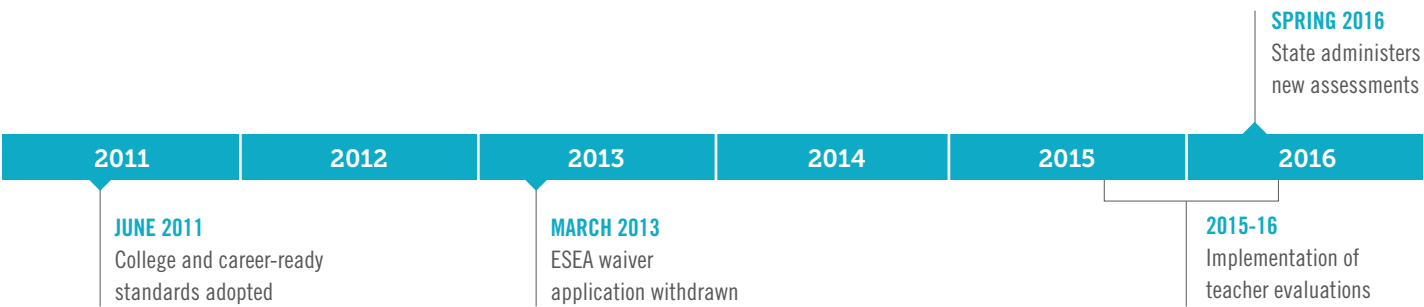
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

NORTH DAKOTA



## NORTH DAKOTA'S IMPLEMENTATION TIMELINE



## NORTH DAKOTA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Districts must incorporate multiple valid measures in teacher evaluations including student academic achievement.
Observations	No state policy.
Tenure Policy	No state policy.
Dismissal Policy	North Dakota does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES NORTH DAKOTA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like North Dakota are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about North Dakota and other states’ teacher effectiveness policies, NCTQ’s *2015 North Dakota State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



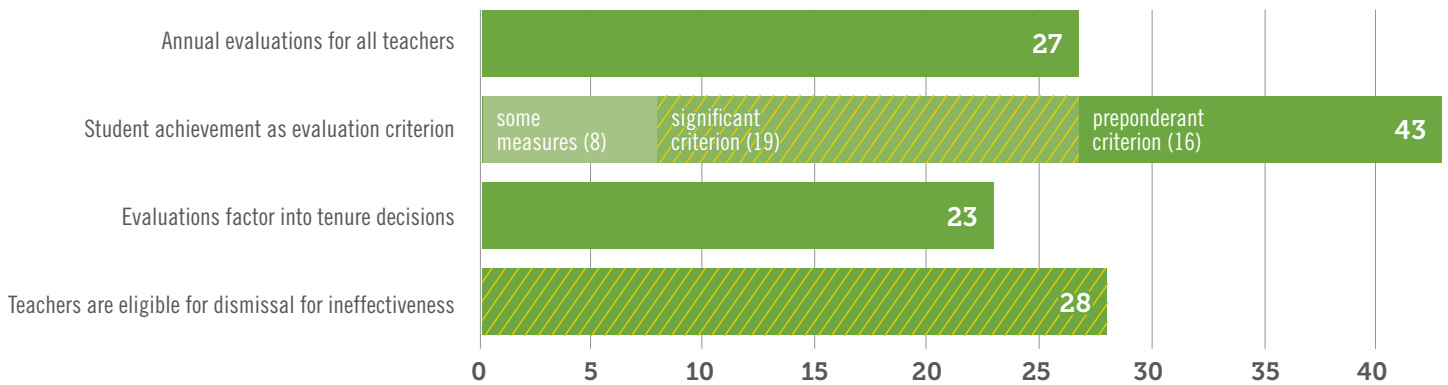
# TEACHER EVALUATION POLICY IN OHIO:

Where is Ohio in implementing teacher effectiveness policies?

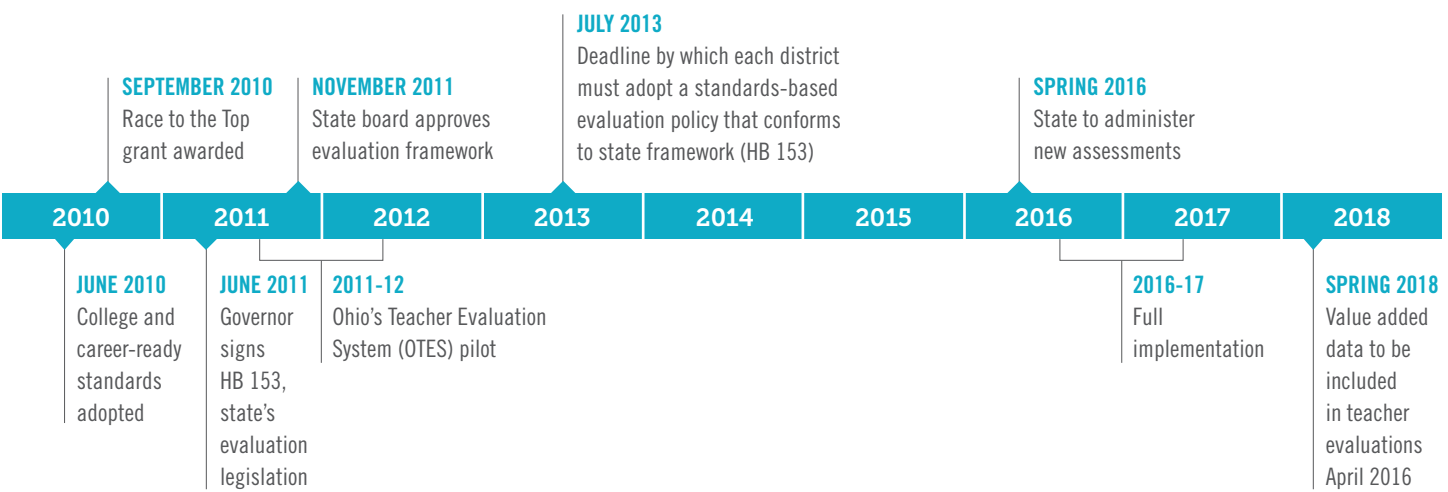
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

OHIO 



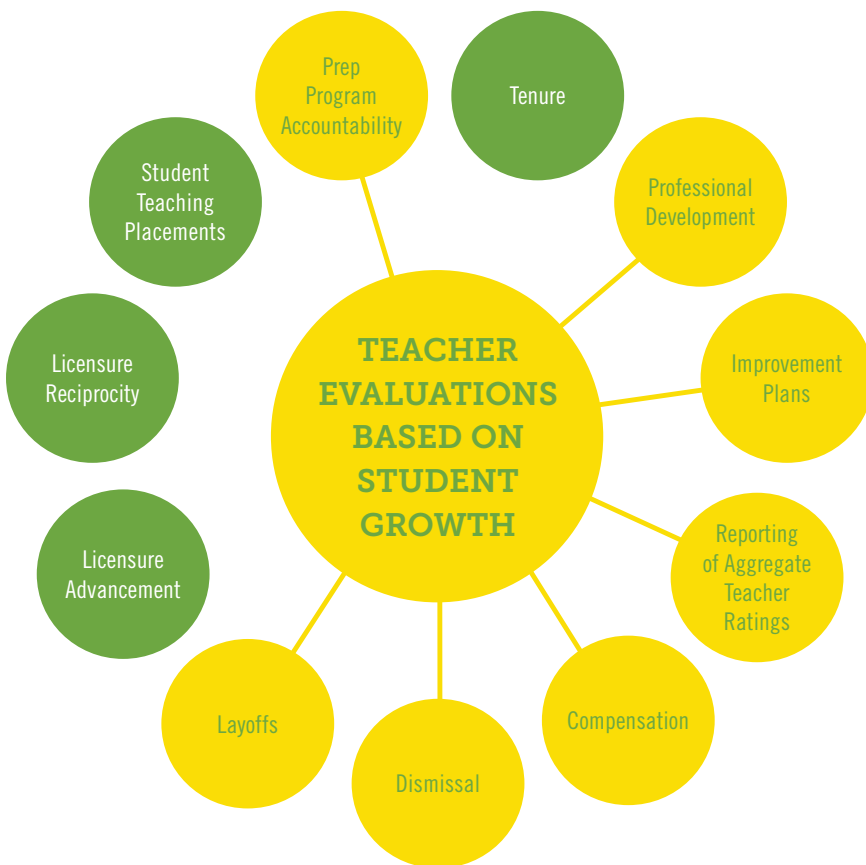
## OHIO'S IMPLEMENTATION TIMELINE



## OHIO'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Ohio's Teacher Evaluation System (OTES)</i> .
Use of achievement data/student growth in teacher evaluations	Ohio requires that student growth measures count as a significant factor in an evaluation score.
Observations	Annual observations and walkthroughs required.
Tenure Policy	To receive continuing contract status, a teacher must meet several criteria, but evidence of effectiveness is not one of them.
Dismissal Policy	Two ratings of ineffective over a three-year period are grounds for dismissal, if deficiencies remain after professional development is completed.

## DOES OHIO CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Ohio has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Ohio and other states' teacher effectiveness policies, NCTQ's *2015 Ohio State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





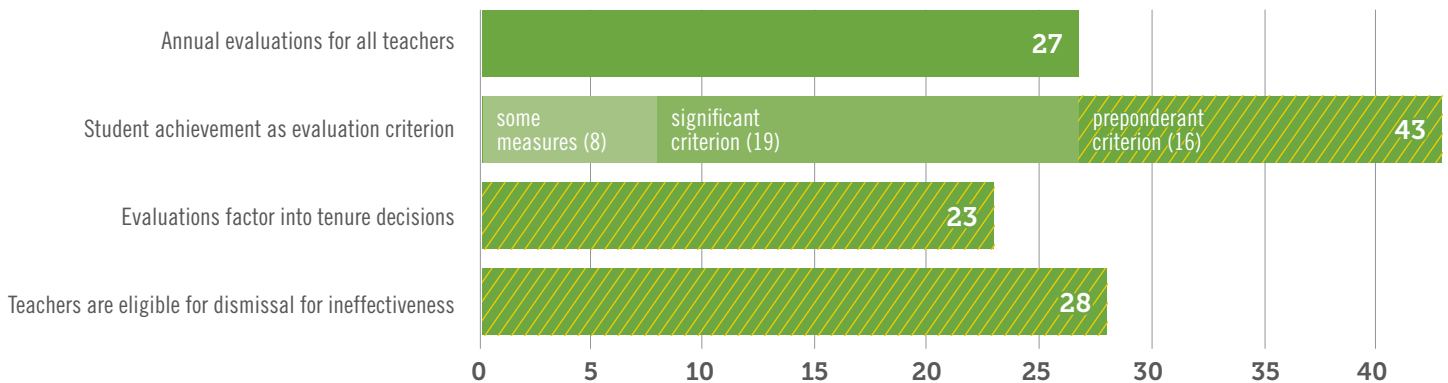
# TEACHER EVALUATION POLICY IN OKLAHOMA:

## Where is Oklahoma in implementing teacher effectiveness policies?

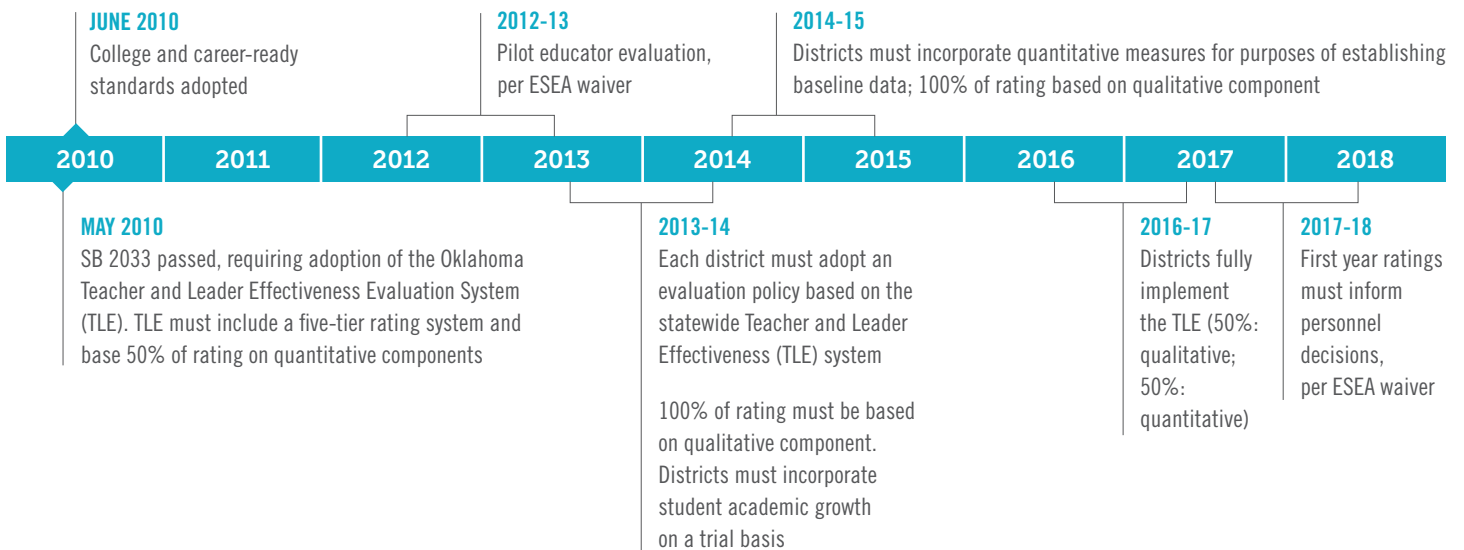
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

OKLAHOMA 



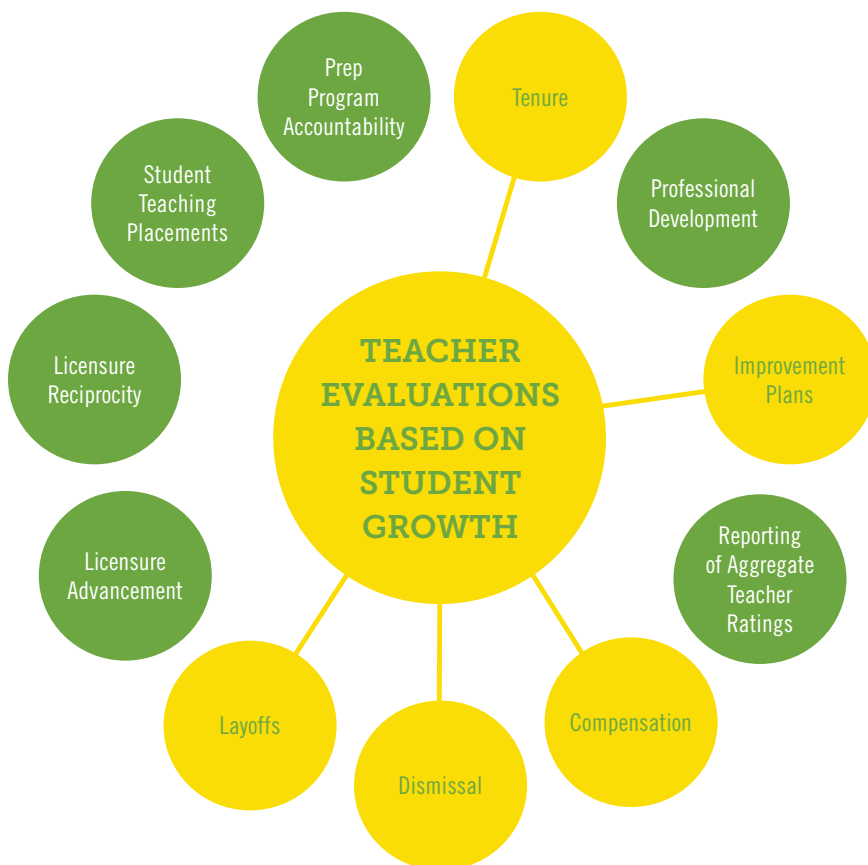
#### OKLAHOMA'S IMPLEMENTATION TIMELINE



## OKLAHOMA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system: <i>Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE)</i> .
Use of achievement data/student growth in teacher evaluations	The state requires that fifty percent of the ratings of teachers must be based on quantitative components: thirty-five percent based on student academic growth using multiple years of standardized test data, as available, and fifteen percent based on other academic measurements.
Observations	Classroom observations are required.
Tenure Policy	Effective evaluation ratings are required to earn tenure.
Dismissal Policy	Teachers rated as ineffective for two consecutive years, needs improvement for three years or who do not average at least an effective rating over a five-year period will be dismissed or not reemployed.

## DOES OKLAHOMA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Oklahoma has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Oklahoma and other states’ teacher effectiveness policies, NCTQ’s *2015 Oklahoma State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



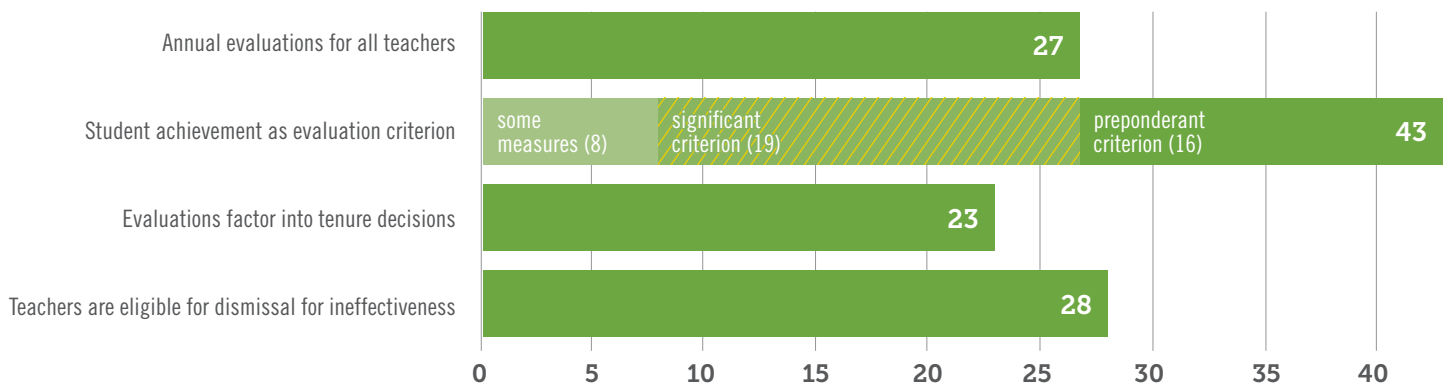
# TEACHER EVALUATION POLICY IN OREGON:

Where is Oregon in implementing teacher effectiveness policies?

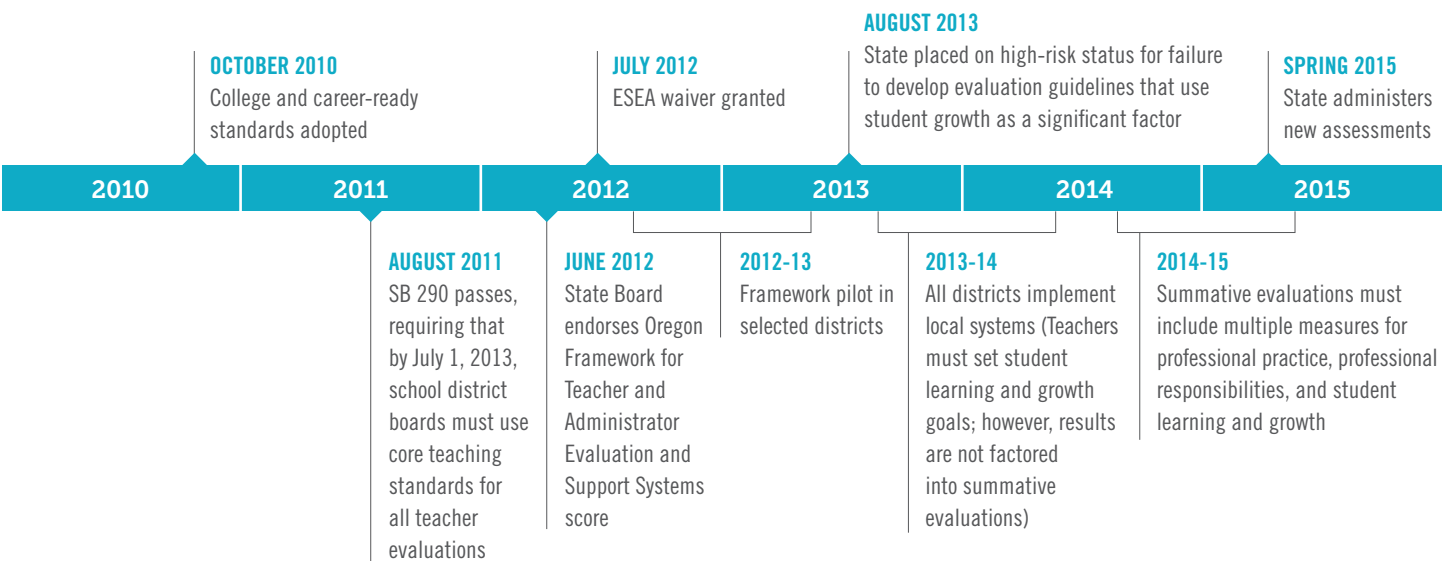
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

OREGON 



## OREGON'S IMPLEMENTATION TIMELINE



## OREGON'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Student learning and growth must count as a “significant” factor in teacher evaluations.
Observations	Classroom observations are required.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Oregon does not explicitly make teacher ineffectiveness grounds for dismissal. A teacher may be dismissed for inadequate performance, however, there is no explicit definition that ties inadequate performance to classroom ineffectiveness.

## DOES OREGON CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As Oregon implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning to do more to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Oregon and other states’ teacher effectiveness policies, NCTQ’s *2015 Oregon State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



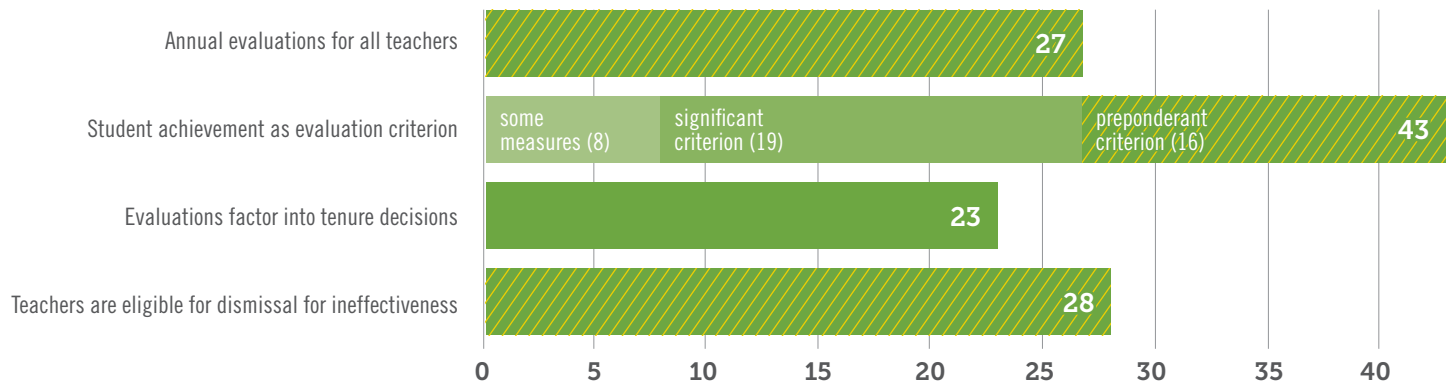
# TEACHER EVALUATION POLICY IN PENNSYLVANIA:

## Where is Pennsylvania in implementing teacher effectiveness policies?

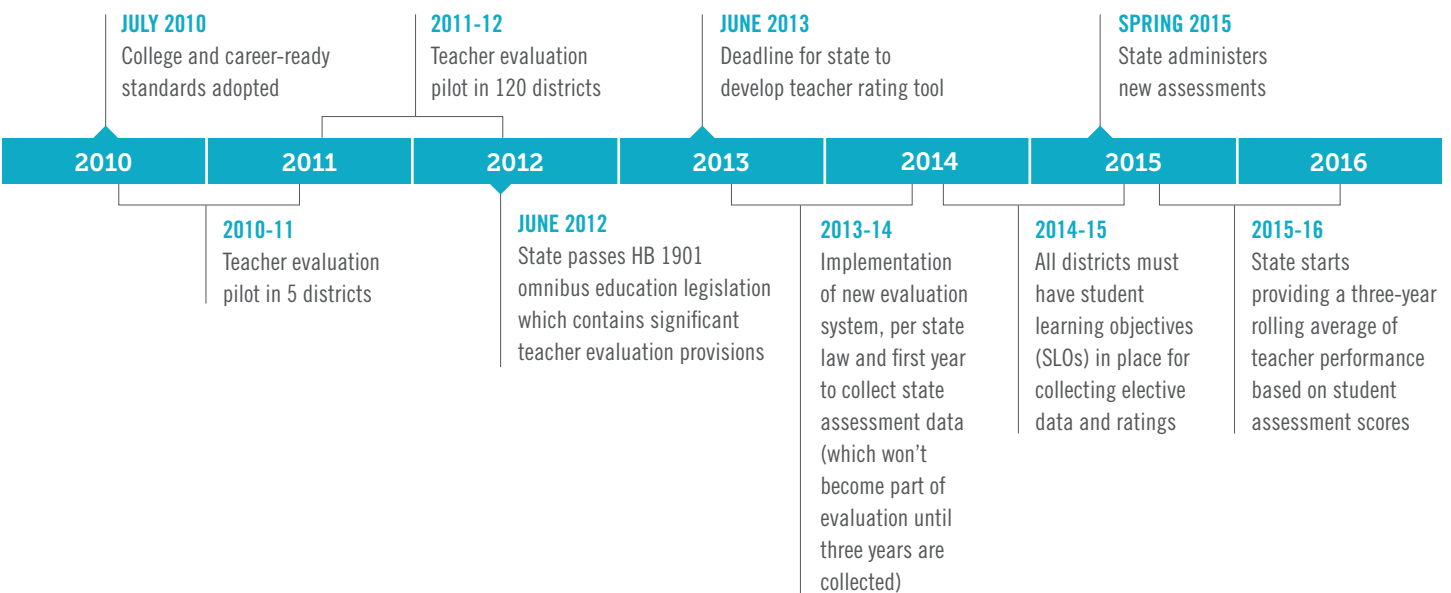
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

PENNSYLVANIA 



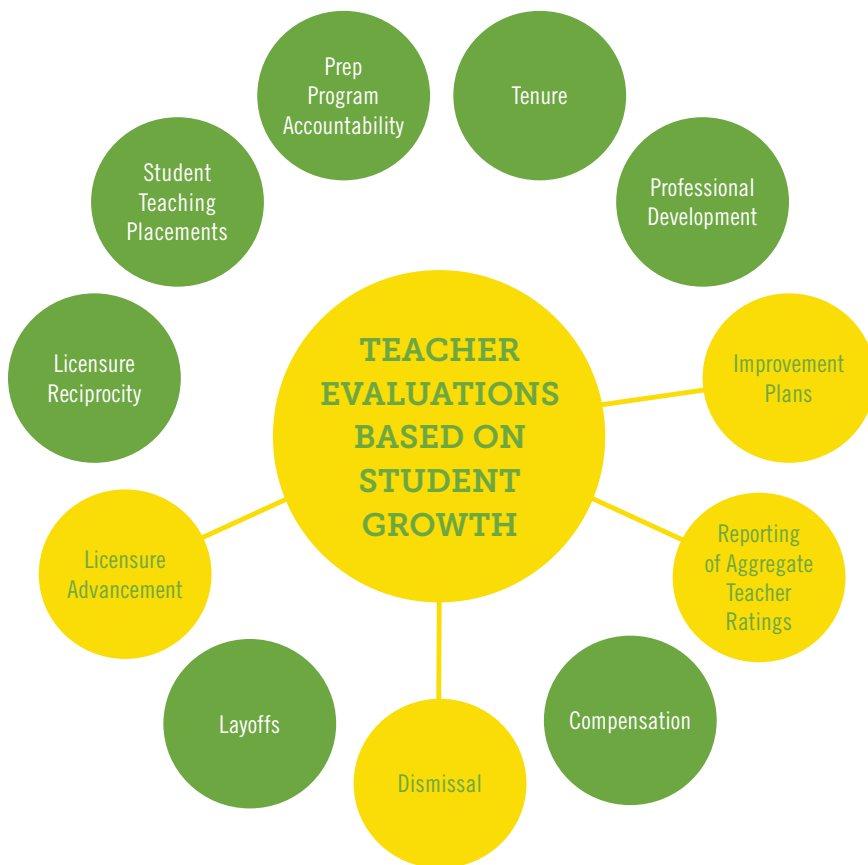
### PENNSYLVANIA'S IMPLEMENTATION TIMELINE



## PENNSYLVANIA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Teacher Effectiveness Tool</i> .
Use of achievement data/student growth in teacher evaluations	Student performance must count for fifty percent of a teacher's evaluation score.
Observations	Classroom observations are required.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	A teacher receiving two consecutive teacher evaluation ratings of unsatisfactory is eligible for dismissal.

## DOES PENNSYLVANIA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Pennsylvania has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Pennsylvania and other states' teacher effectiveness policies, NCTQ's *2015 Pennsylvania State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



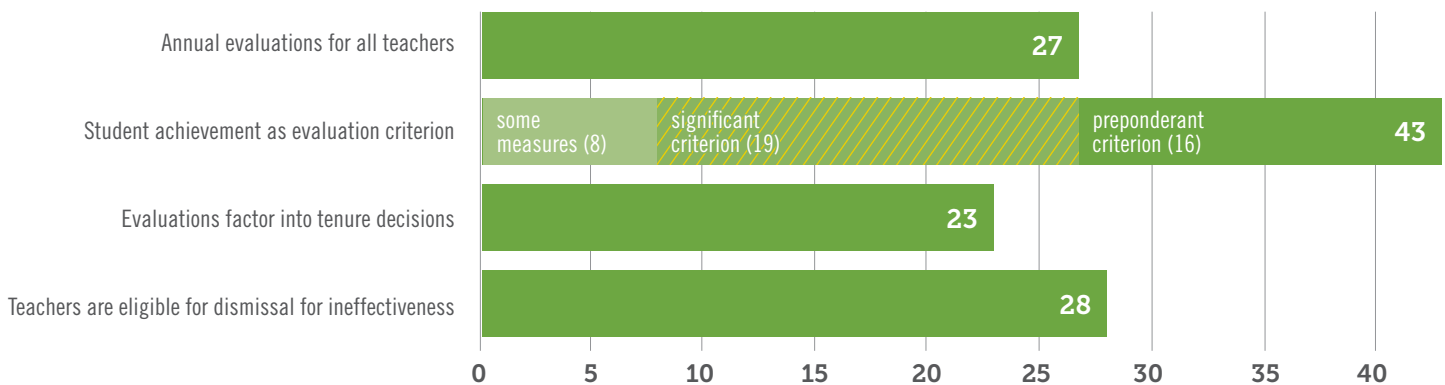
# TEACHER EVALUATION POLICY IN RHODE ISLAND:

## Where is Rhode Island in implementing teacher effectiveness policies?

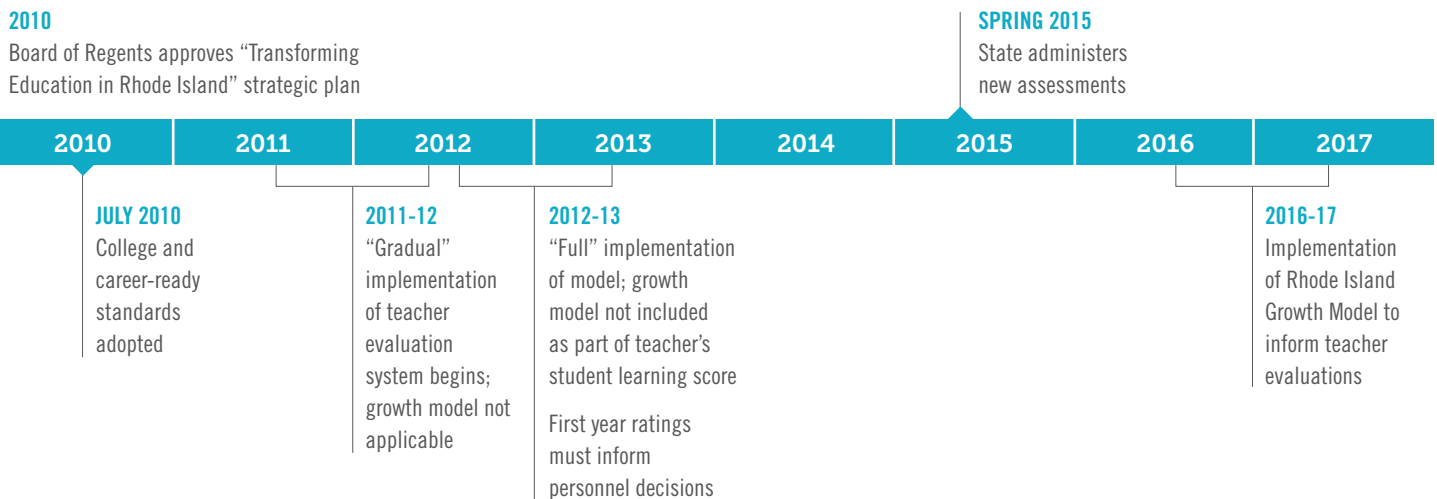
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

RHODE ISLAND 



### RHODE ISLAND'S IMPLEMENTATION TIMELINE



## RHODE ISLAND'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive evaluation model for districts with possible opt-out: <i>Teacher Evaluation and Support System</i> .
Use of achievement data/student growth in teacher evaluations	The state's student learning component is significant for the Rhode Island Growth Model (RIGM).
Observations	At least three annual observations required.
Tenure Policy	Teachers who complete three annual contracts in five successive school years are considered in continuous service.
Dismissal Policy	Rhode Island does not explicitly makes teacher ineffectiveness grounds for dismissal.

## DOES RHODE ISLAND CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Rhode Island has had some strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all. But more can be done to link evaluation results to policies of consequence for teachers.

For more information about Rhode Island and other states' teacher effectiveness policies, NCTQ's *2015 Rhode Island State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





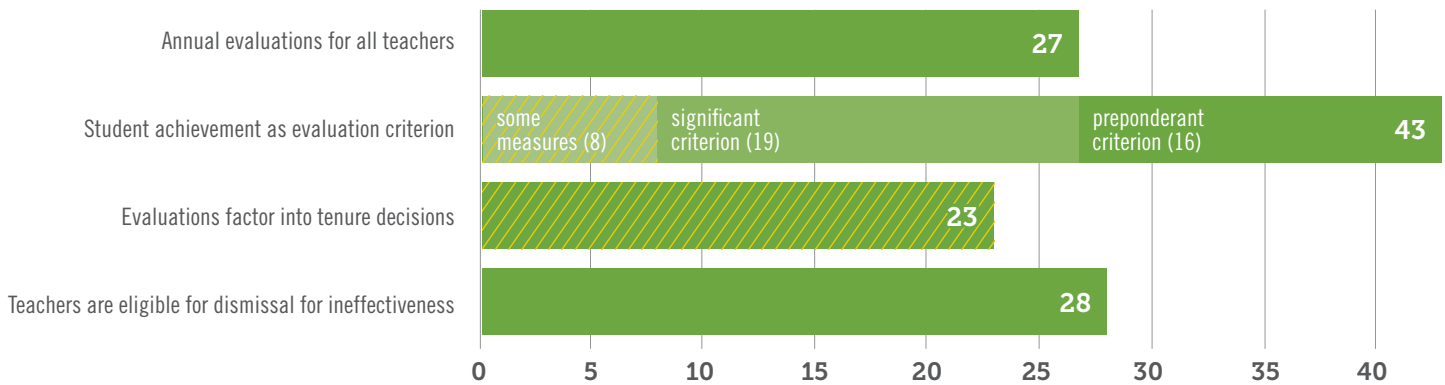
# TEACHER EVALUATION POLICY IN SOUTH CAROLINA:

## Where is South Carolina in implementing teacher effectiveness policies?

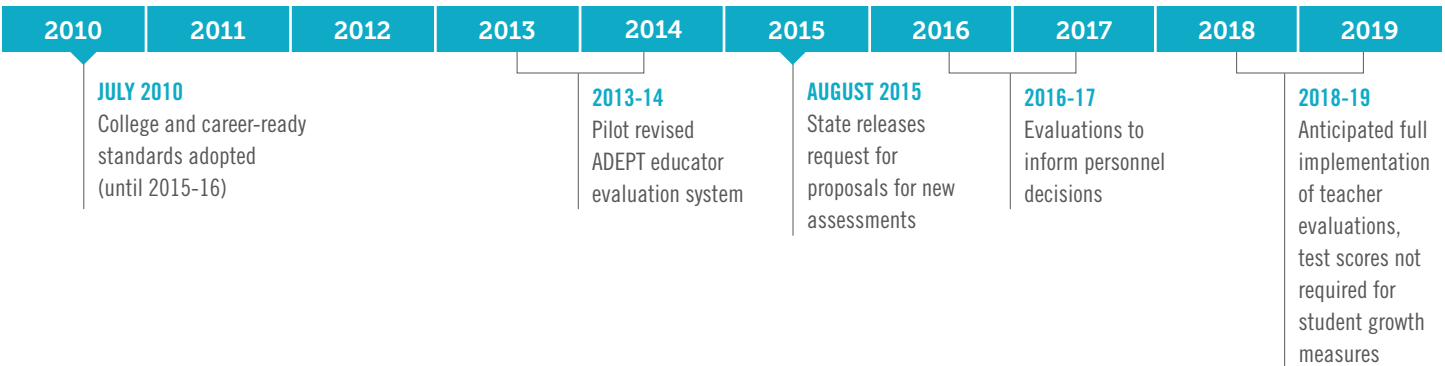
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

SOUTH CAROLINA 



### SOUTH CAROLINA'S IMPLEMENTATION TIMELINE



## SOUTH CAROLINA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system: <i>ADEPT</i> .
Use of achievement data/student growth in teacher evaluations	Student growth is only required to be included as 20 percent of teacher evaluation score.
Observations	Classroom observations are required.
Tenure Policy	Teachers are awarded tenure after two-years after successful completion of formal summative evaluation.
Dismissal Policy	South Carolina does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES SOUTH CAROLINA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like South Carolina are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about South Carolina and other states’ teacher effectiveness policies, NCTQ’s *2015 South Carolina State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



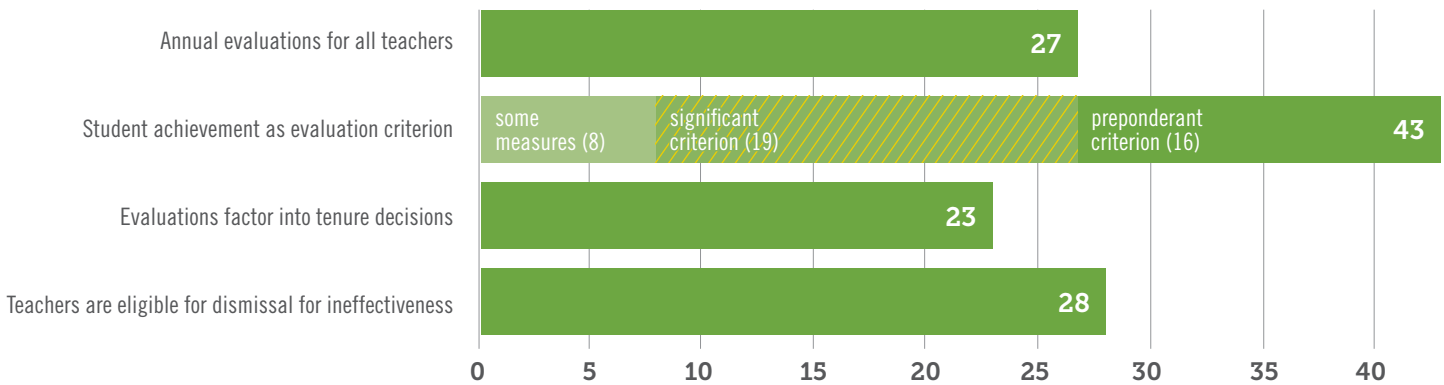
# TEACHER EVALUATION POLICY IN SOUTH DAKOTA:

Where is South Dakota in implementing teacher effectiveness policies?

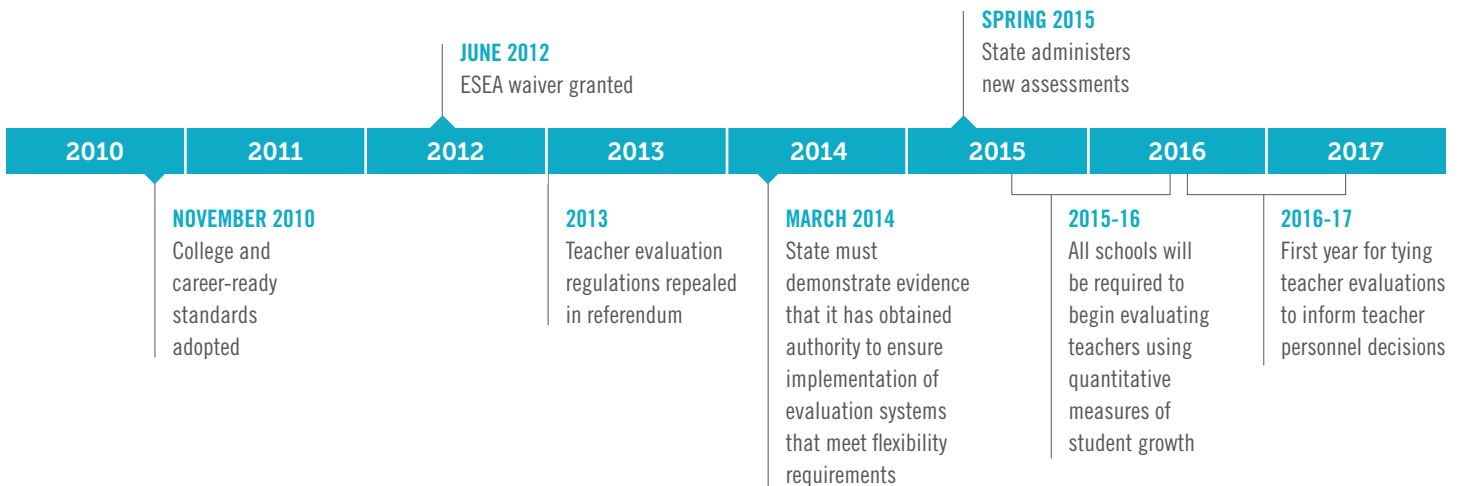
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

SOUTH DAKOTA 



## SOUTH DAKOTA'S IMPLEMENTATION TIMELINE



## SOUTH DAKOTA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	South Dakota requires quantitative measures of student growth as a significant factor in determining teacher effectiveness.
Observations	Classroom observations are required.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	South Dakota does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES SOUTH DAKOTA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As South Dakota implements teacher evaluations that include growth and student achievement as significant factors, it should also be planning how to “connect the dots” — using evaluation data to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about South Dakota and other states’ teacher effectiveness policies, NCTQ’s *2015 South Dakota State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



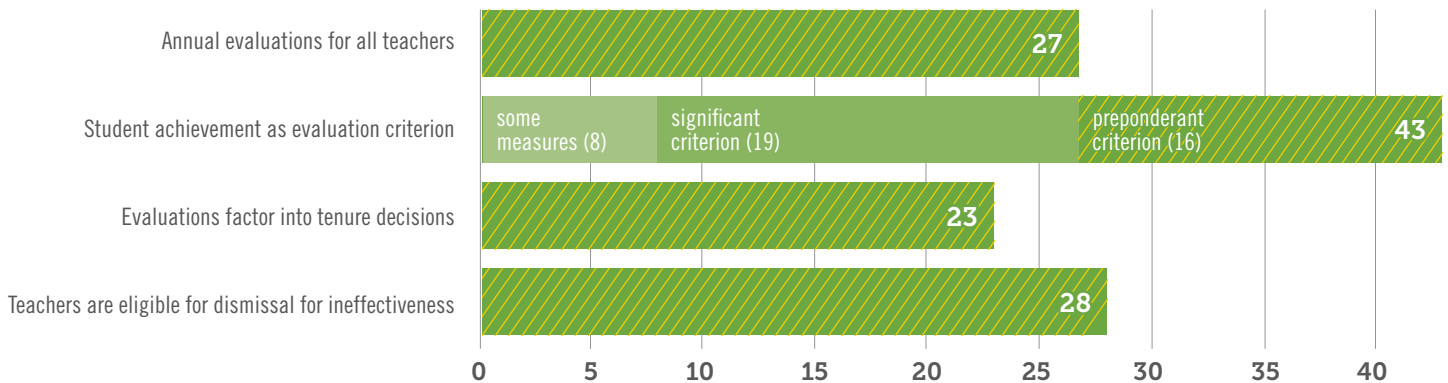
# TEACHER EVALUATION POLICY IN TENNESSEE:

## Where is Tennessee in implementing teacher effectiveness policies?

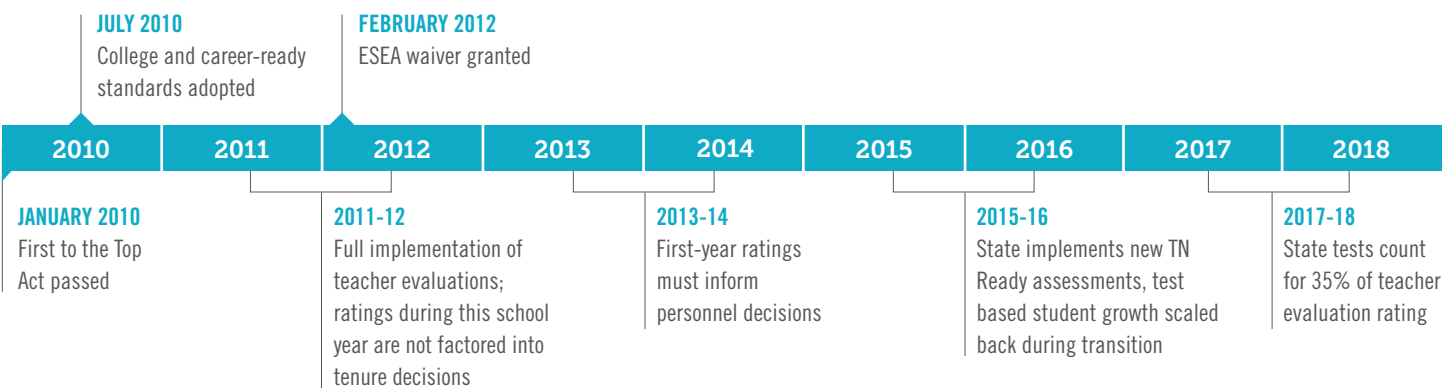
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

TENNESSEE



### TENNESSEE'S IMPLEMENTATION TIMELINE



## TENNESSEE'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Tennessee Educator Acceleration Model (TEAM)</i> .
Use of achievement data/student growth in teacher evaluations	The state requires that fifty percent of evaluations must be based on student achievement data. Thirty-five percent of a teacher's yearly evaluation must rely on student growth data from the Tennessee Value-Added Assessment System (TVAAS) or another comparable growth measure. The remaining fifteen percent must be based on other measures of student achievement.
Observations	Classroom observations are required.
Tenure Policy	Tennessee's probationary period for new teachers is five years. To earn tenure, probationary teachers must receive an overall performance effectiveness rating of above expectations or significantly above expectations during the last two years of the probationary period. A tenured teacher who receives two consecutive overall ratings of below expectations or significantly below expectations may be reverted to probationary status until they receive two consecutive ratings of above expectations or significantly above expectations.
Dismissal Policy	Tennessee defines inefficiency, which is grounds for dismissal, as having evaluations demonstrating an overall performance effectiveness level that is below expectation' or significantly below expectations. The timeline for dismissal is unclear.

## DOES TENNESSEE CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Tennessee is making strong efforts to “connect the dots” — including growth and student achievement as significant factors in objective, meaningful and measurable evaluations of teacher effectiveness and using teacher evaluation results to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Tennessee and other states' teacher effectiveness policies, NCTQ's *2015 Tennessee State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



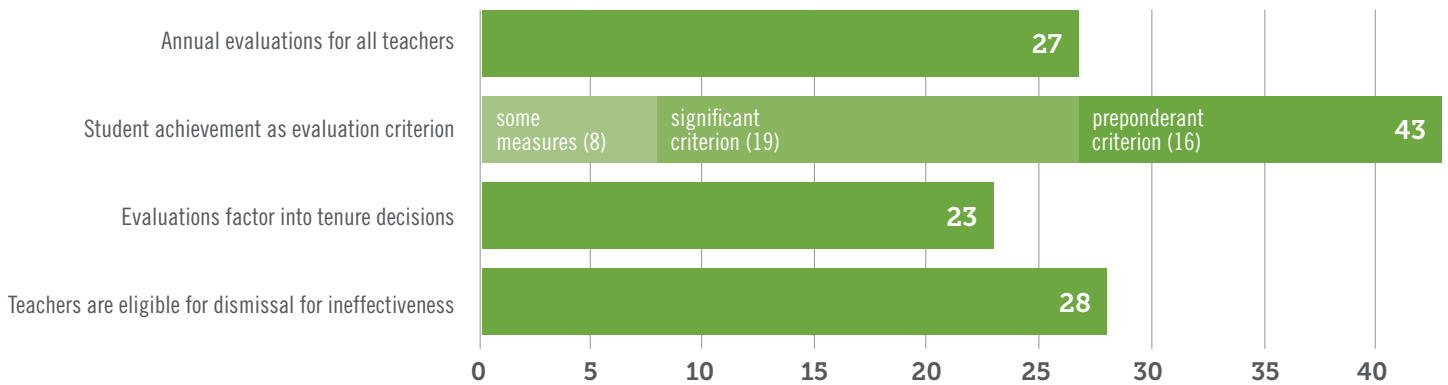
# TEACHER EVALUATION POLICY IN TEXAS:

## Where is Texas in implementing teacher effectiveness policies?

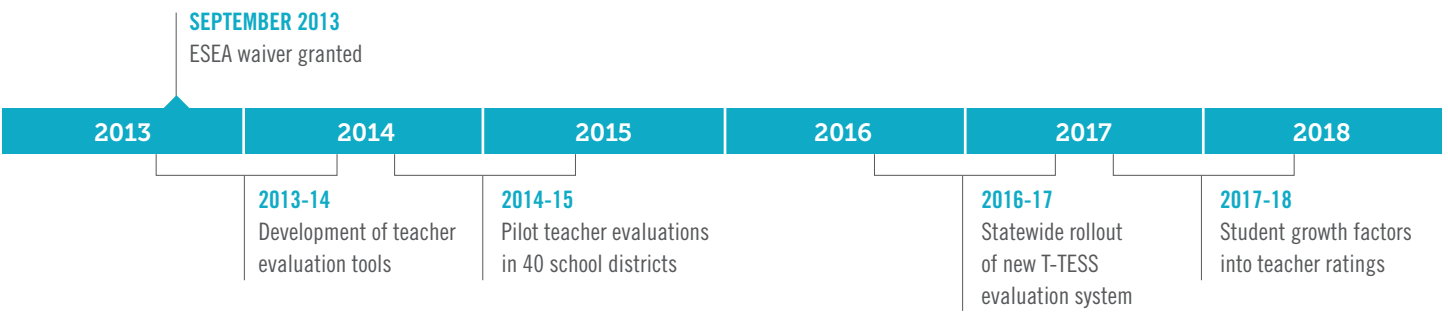
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

TEXAS 



### TEXAS' IMPLEMENTATION TIMELINE



## TEXAS' EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>T-TESS</i> .
Use of achievement data/student growth in teacher evaluations	Texas has received a conditional ESEA waiver which requires the state to include growth in student achievement as a significant factor in the evaluation framework. Texas proposes to encourage districts to include student growth as twenty percent of evaluation.
Observations	Not specified.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Texas does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES TEXAS CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Texas are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Texas and other states' teacher effectiveness policies, NCTQ's *2015 Texas State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





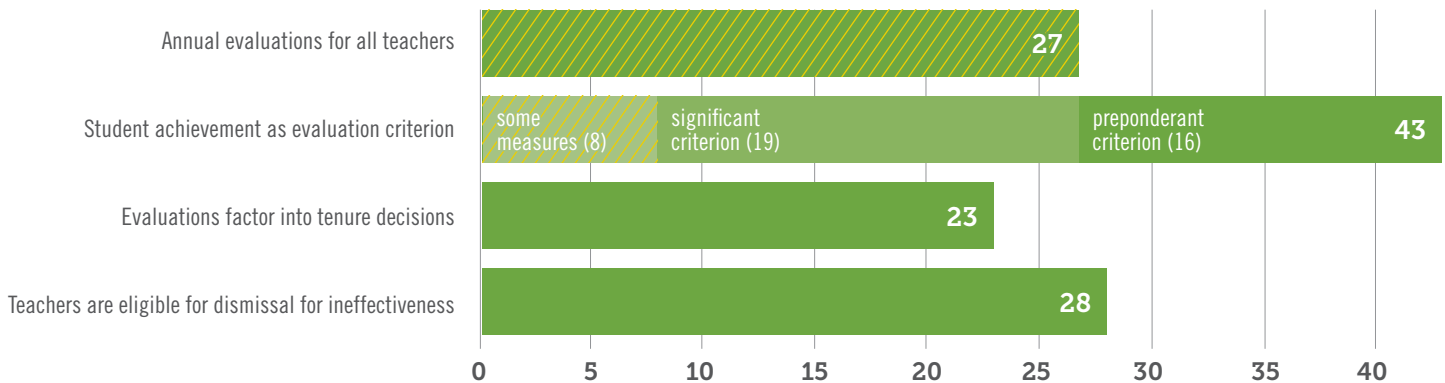
# TEACHER EVALUATION POLICY IN UTAH:

## Where is Utah in implementing teacher effectiveness policies?

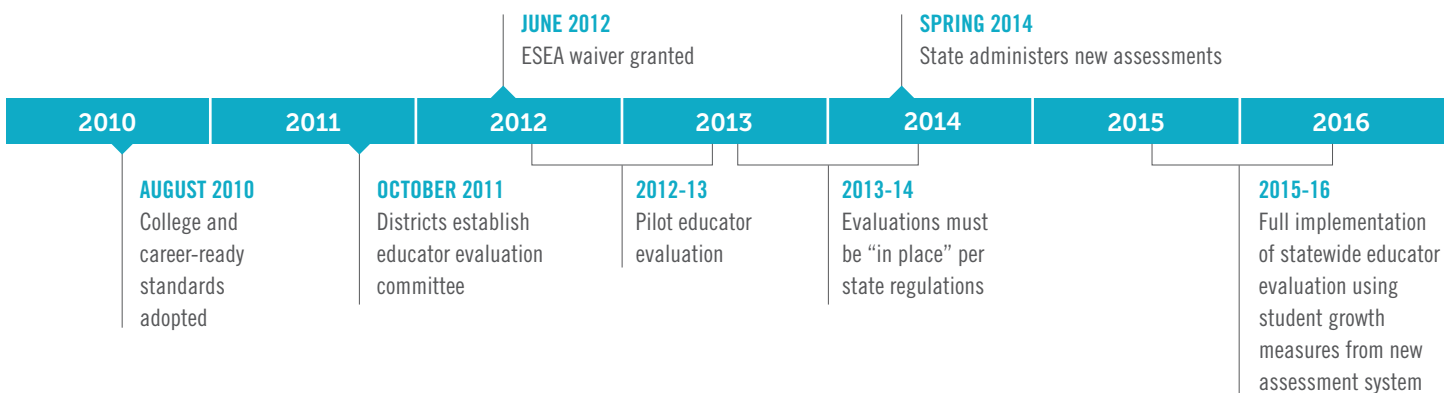
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

UTAH 



### UTAH'S IMPLEMENTATION TIMELINE



## UTAH'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Utah only requires that student growth count for 20 percent of teacher evaluation ratings.
Observations	Observations required.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Districts can dismiss teachers for unsatisfactory performance. However, it is unclear whether unsatisfactory performance is tied to classroom ineffectiveness or the state's evaluation requirements.

## DOES UTAH CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Utah are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Utah and other states' teacher effectiveness policies, NCTQ's *2015 Utah State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



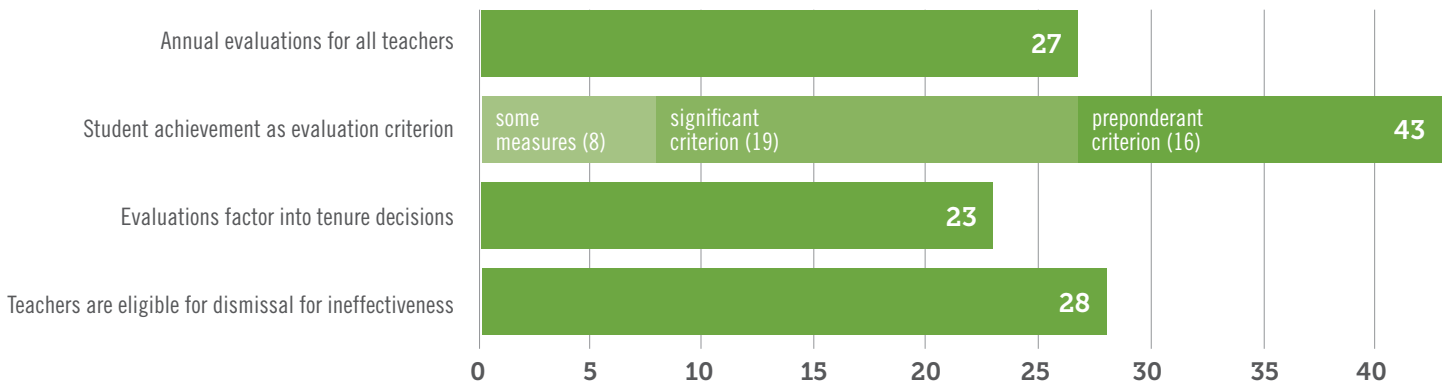
# TEACHER EVALUATION POLICY IN VERMONT:

## Where is Vermont in implementing teacher effectiveness policies?

### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

VERMONT



### VERMONT'S IMPLEMENTATION TIMELINE



## VERMONT'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	No state policy.
Observations	Not specified.
Tenure Policy	Teachers are awarded tenure automatically after a two-year probationary period.
Dismissal Policy	Vermont does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES VERMONT CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Vermont are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Vermont and other states’ teacher effectiveness policies, NCTQ’s *2015 Vermont State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



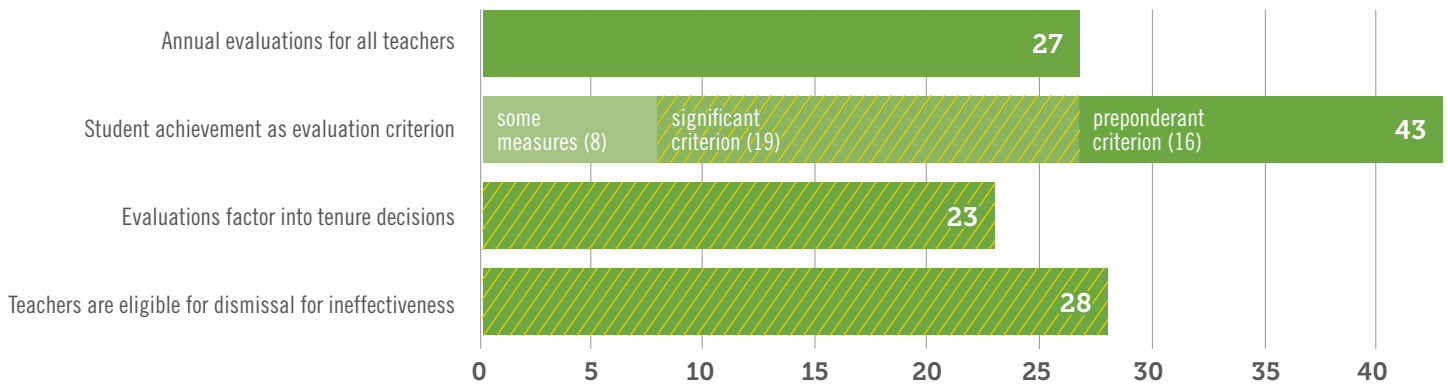
# TEACHER EVALUATION POLICY IN VIRGINIA:

## Where is Virginia in implementing teacher effectiveness policies?

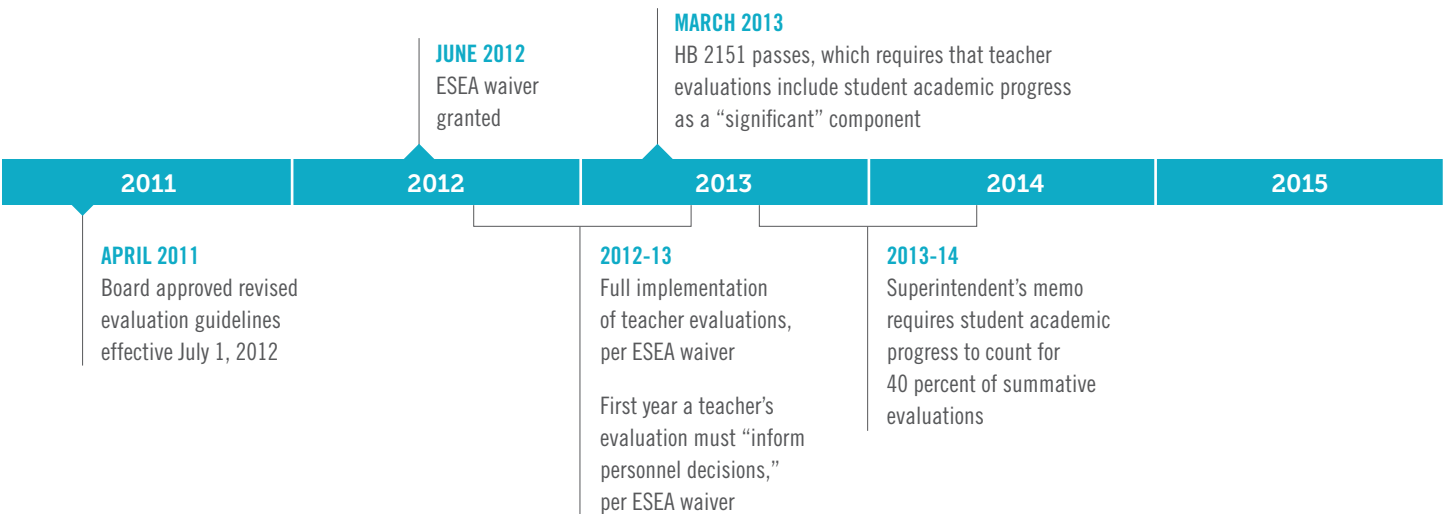
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

VIRGINIA 



### VIRGINIA'S IMPLEMENTATION TIMELINE



## VIRGINIA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	Teacher evaluations must include student academic progress as a “significant” component. A superintendent’s memo requires forty percent.
Observations	Classroom observations are required for probationary teachers.
Tenure Policy	Teachers are awarded tenure after a three-year probationary period. If the teacher’s performance evaluation during the probationary period is not satisfactory, the school board must not reemploy the teacher.
Dismissal Policy	A teacher may be dismissed for incompetence, which includes one or more unsatisfactory performance evaluations.

## DOES VIRGINIA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Virginia has made important strides in developing high-quality evaluations of teacher effectiveness grounded in student growth and achievement and has articulated some important teacher policies linked to new teacher evaluations. But more can be done to “connect the dots” — ensuring that evaluation results are used to guide teacher policy statewide in ways that will further the quality of teaching and learning for all.

For more information about Virginia and other states’ teacher effectiveness policies, NCTQ’s *2015 Virginia State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



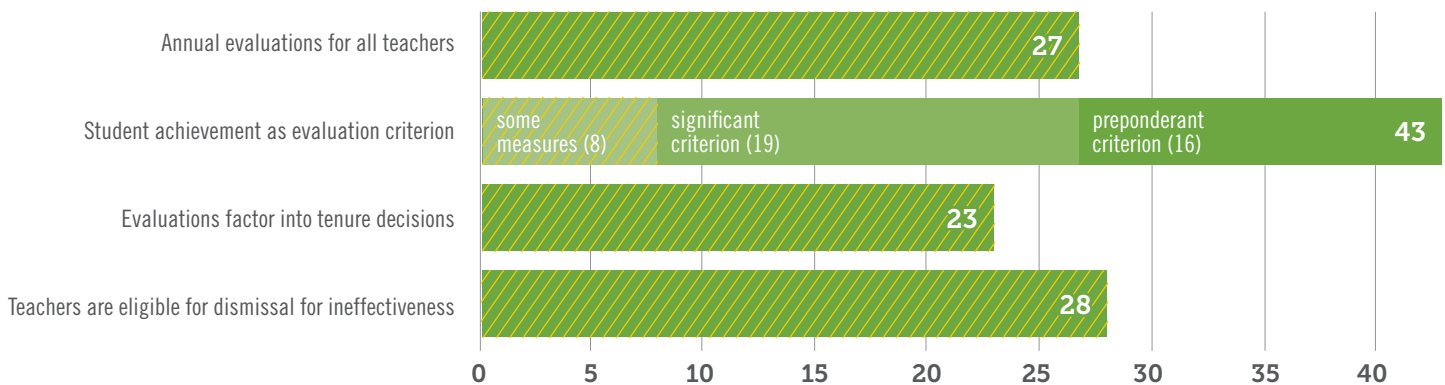
# TEACHER EVALUATION POLICY IN WASHINGTON:

Where is Washington in implementing teacher effectiveness policies?

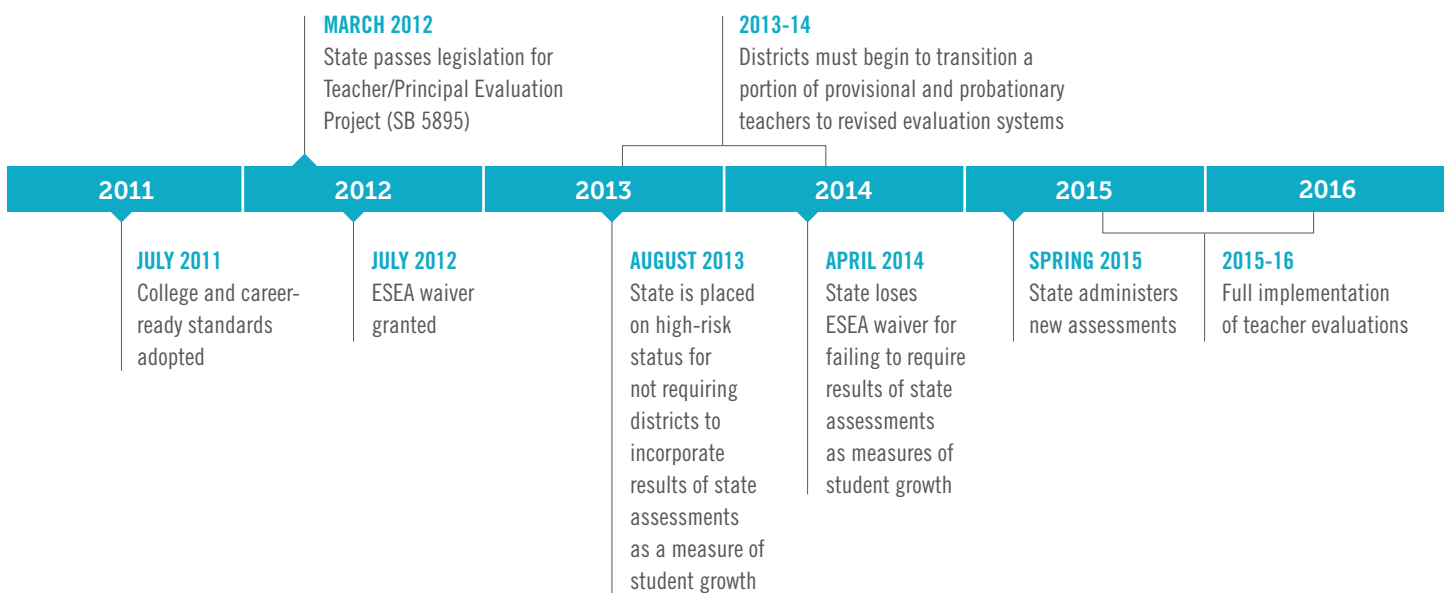
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

WASHINGTON 



## WASHINGTON'S IMPLEMENTATION TIMELINE



## WASHINGTON'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system: <i>Teacher/Principal Evaluation Program</i> .
Use of achievement data/student growth in teacher evaluations	Teacher evaluations include a minimum of eight criteria and student growth data must be a "substantial factor" in evaluating the performance of teachers for only three performance standards.
Observations	All teachers must be observed at least twice each school year.
Tenure Policy	Although Washington connects tenure decisions to evaluation ratings, there is a tenuous connection between student learning and evaluation ratings. The probationary period is three years.
Dismissal Policy	Districts can begin discharge proceedings when a nonprobationary teacher receives a comprehensive summative evaluation performance rating below level two for two consecutive years.

## DOES WASHINGTON CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Washington are unable to "connect the dots" and use results in meaningful ways to inform policy and practice.

For more information about Washington and other states' teacher effectiveness policies, NCTQ's *2015 Washington State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)





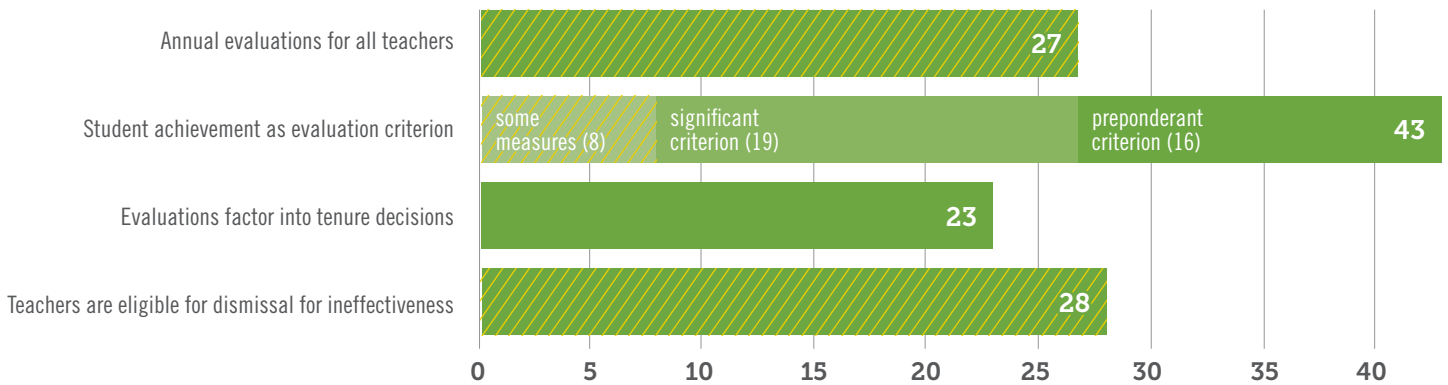
# TEACHER EVALUATION POLICY IN WEST VIRGINIA:

## Where is West Virginia in implementing teacher effectiveness policies?

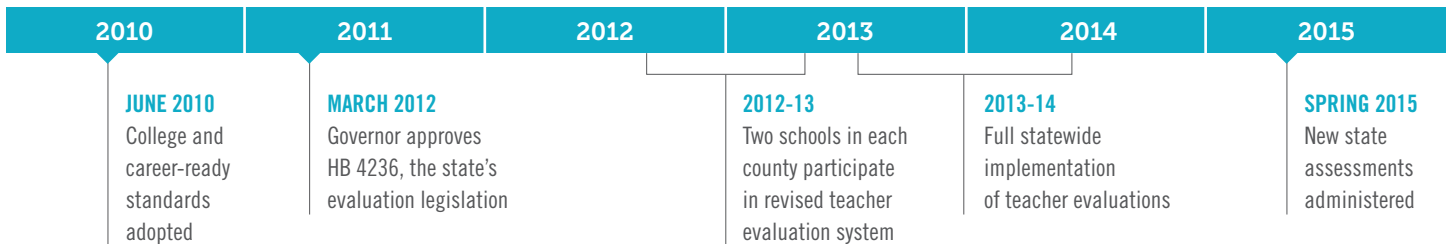
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

WEST VIRGINIA 



### WEST VIRGINIA'S IMPLEMENTATION TIMELINE



## WEST VIRGINIA'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Single statewide system.
Use of achievement data/student growth in teacher evaluations	Fifteen percent of a teacher's summative evaluation score is based on student growth as measured by statewide tests or student learning goals for teachers in non-tested grades and subjects.
Observations	Non-probationary teachers in their fourth and fifth years of teaching must be observed at least two times; observations are not required after year five unless requested by a principal.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	If after remediation a teacher's rating remains unsatisfactory, the teacher may be dismissed. The timeline for dismissing a teacher for unsatisfactory ratings is unclear.

## DOES WEST VIRGINIA CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like West Virginia are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about West Virginia and other states' teacher effectiveness policies, NCTQ's *2015 West Virginia State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



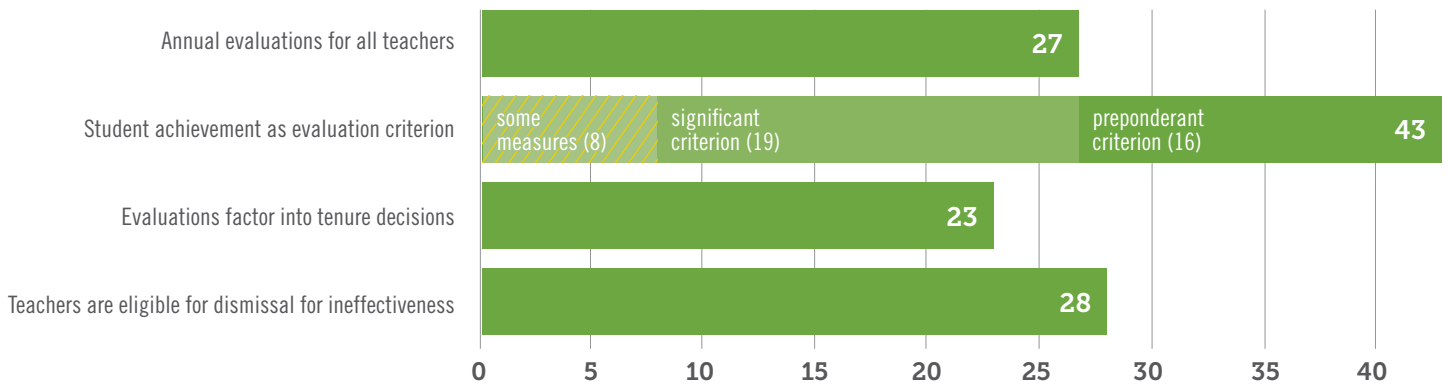
# TEACHER EVALUATION POLICY IN WISCONSIN:

Where is Wisconsin in implementing teacher effectiveness policies?

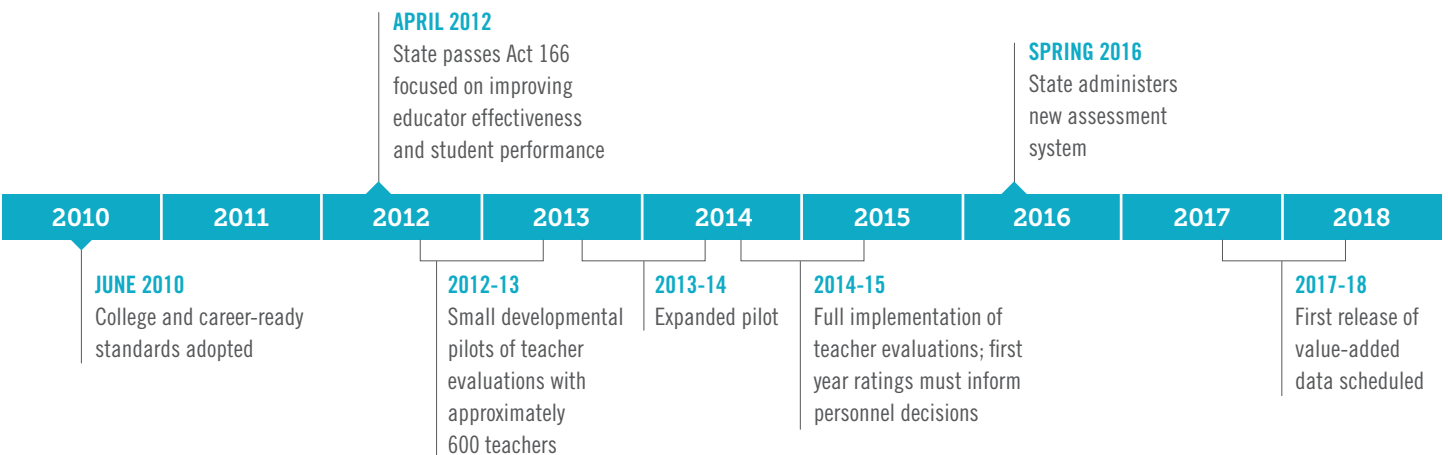
## THE NATIONAL PICTURE

### STATE TEACHER EVALUATION POLICIES (2015)

WISCONSIN 



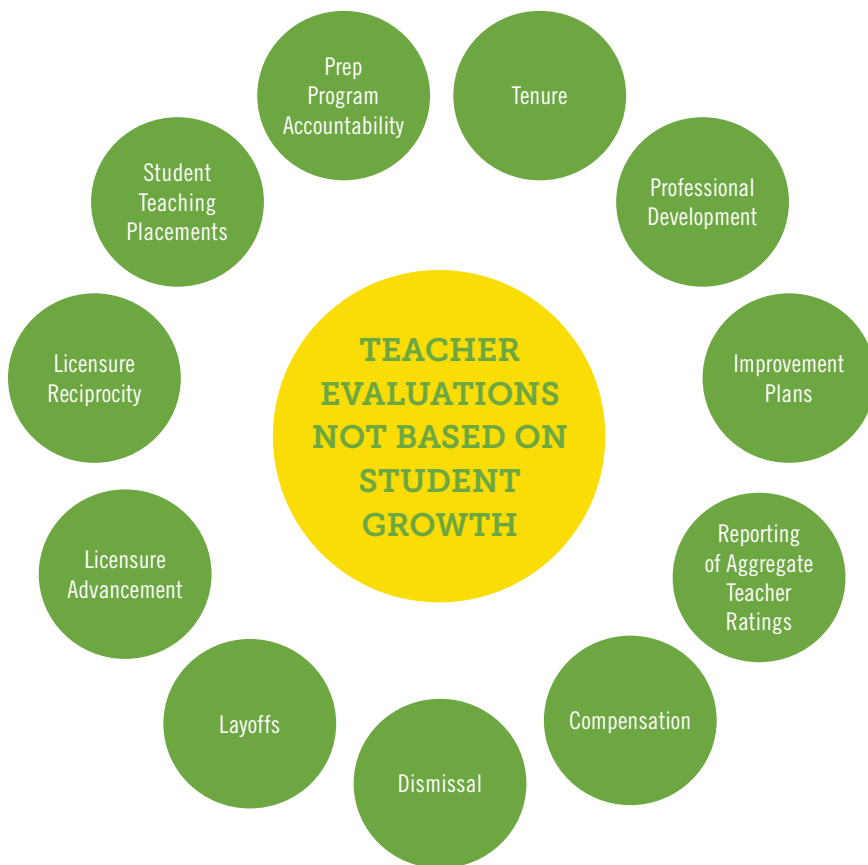
## WISCONSIN'S IMPLEMENTATION TIMELINE



## WISCONSIN'S EVALUATION SYSTEM REQUIREMENTS

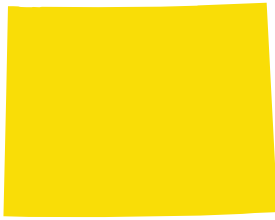
EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	Presumptive state evaluation model for districts with possible opt-out: <i>Wisconsin Educator Effectiveness System</i> .
Use of achievement data/student growth in teacher evaluations	For most teachers self-scored student learning objectives make up 95 percent of student outcome measures.
Observations	At least two observations required per year.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Wisconsin does not explicitly make teacher ineffectiveness grounds for dismissal.

## DOES WISCONSIN CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Wisconsin are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Wisconsin and other states’ teacher effectiveness policies, NCTQ’s *2015 Wisconsin State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)



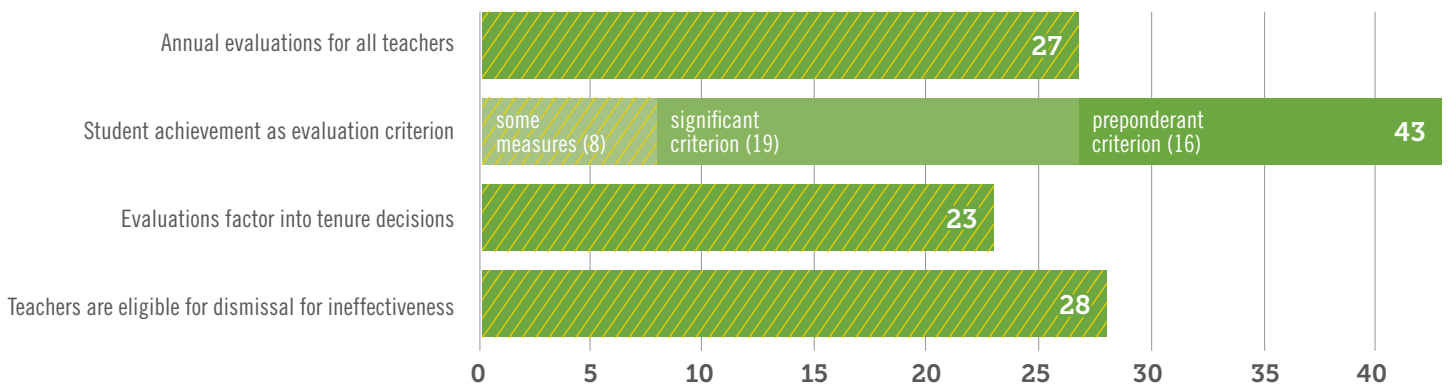
# TEACHER EVALUATION POLICY IN WYOMING:

## Where is Wyoming in implementing teacher effectiveness policies?

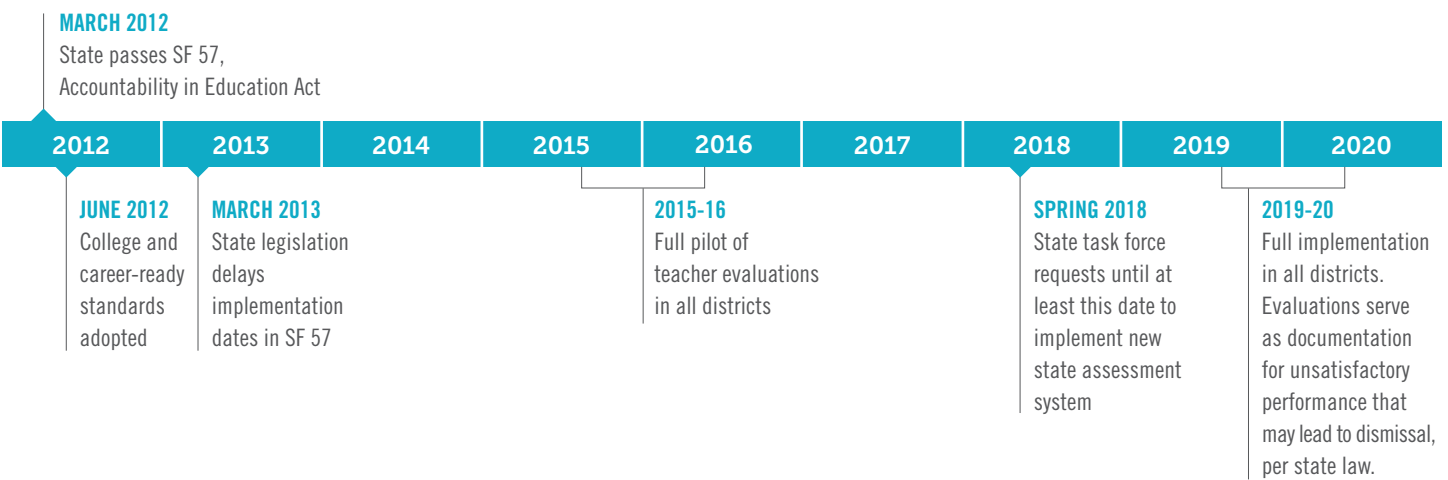
### THE NATIONAL PICTURE

#### STATE TEACHER EVALUATION POLICIES (2015)

WYOMING 



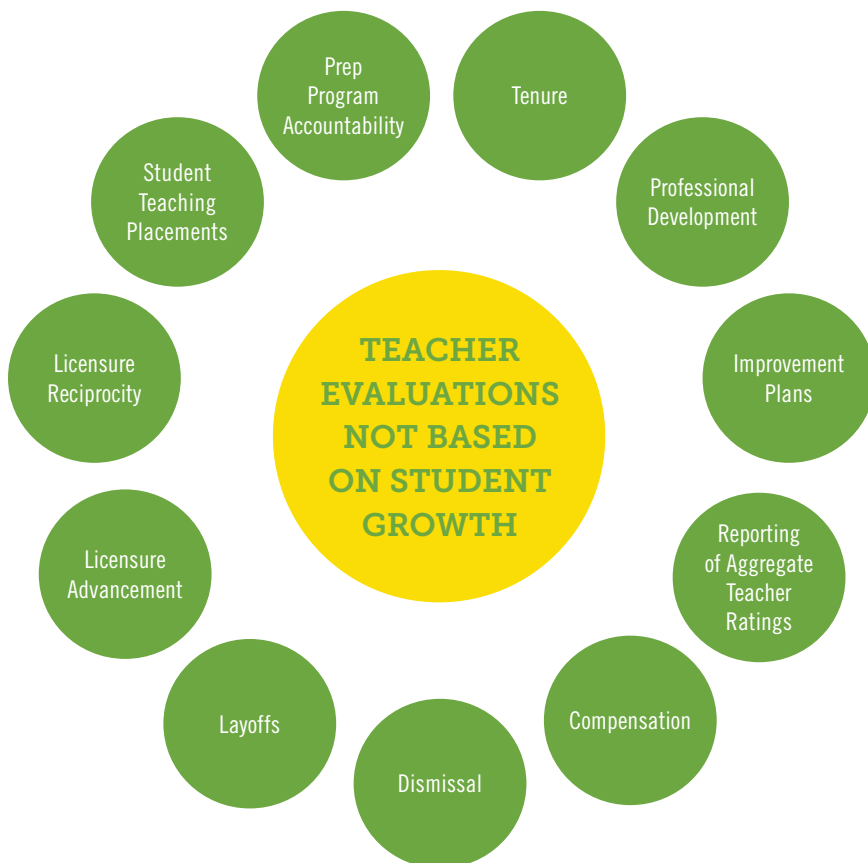
### WYOMING'S IMPLEMENTATION TIMELINE



## WYOMING'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	By school year 2019-2020, teacher evaluations will be based in part on student academic growth measures. Evaluations will be based on five equally weighted domains, with one domain being evidence of student learning.
Observations	Not specified.
Tenure Policy	Teachers are awarded tenure automatically after a three-year probationary period.
Dismissal Policy	Teachers can be dismissed for inadequate performance as determined by annual performance evaluations tied to student academic growth for at least two consecutive completed years (beginning in 2019-2020).

## DOES WYOMING CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Wyoming are unable to “connect the dots” and use results in meaningful ways to inform policy and practice.

For more information about Wyoming and other states’ teacher effectiveness policies, NCTQ’s *2015 Wyoming State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy)