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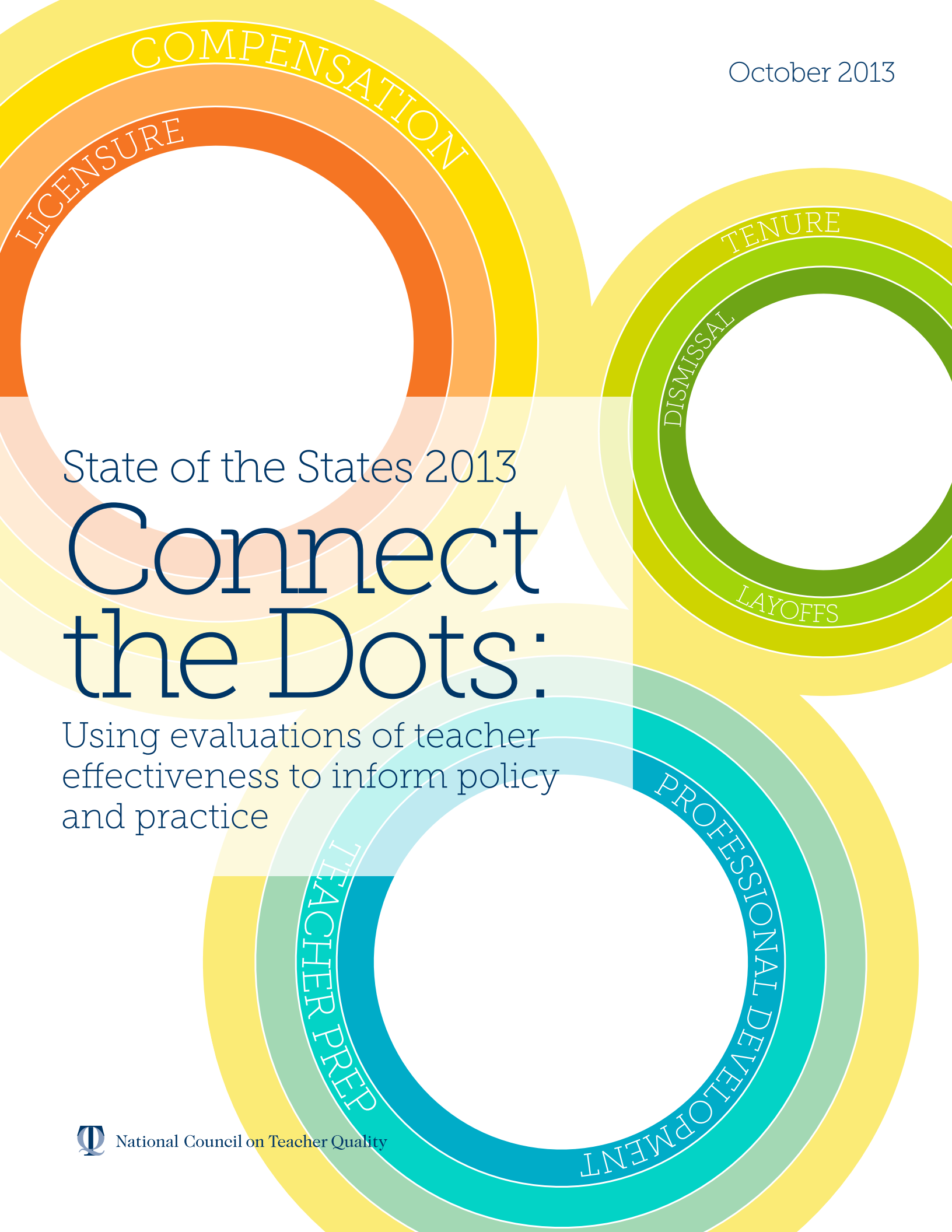

State of the States 2013

Connect the Dots:

Using evaluations of teacher effectiveness to inform policy and practice

National Council on Teacher Quality

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About NCTQ

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

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

State of the States 2013
Connect the Dots:
Using evaluations of teacher effectiveness to inform policy and practice

The National Council on Teacher Quality (NCTQ) has long advocated that any meaningful understanding of "effective" teaching must be rooted in results for kids. Whatever else they accomplish in the classroom, effective teachers improve student achievement. It seems like commonsense. Yet, until recently, it has been an exceptional way of thinking about teacher quality, totally out of step with teacher policy across the states.

As part of the annual *State Teacher Policy Yearbook*, NCTQ has systematically collected and analyzed state policies on teacher preparation, training, retention, compensation and other personnel policies. In this paper we provide:

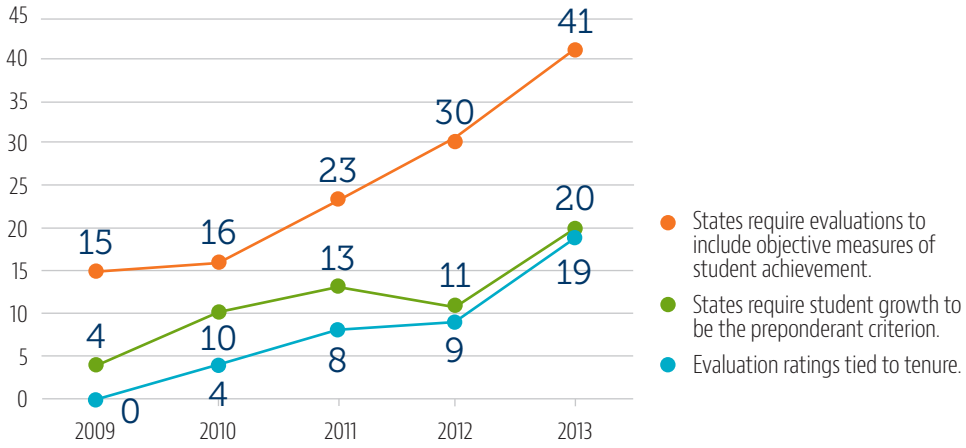
1. A detailed and up-to-date lay of the land on teacher evaluation policies across the 50 states and the District of Columbia Public Schools;
2. An in-depth look at policy in states promising ambitious teacher evaluation systems (states requiring student growth and achievement to be a significant or the most significant factor in teacher ratings), including states' efforts to "connect the dots" and use teacher evaluation results in meaningful ways to inform policy and practice;
3. A compilation of some of the important lessons learned, pitfalls and successes states have experienced on the road to improving teacher evaluation systems.

State of the States

Spurred in large part by competition for federal Race to the Top program funds, and more recently by the conditions laid out by the U.S. Department of Education to states pursuing waivers of the No Child Left Behind law, the widespread adoption of more rigorous teacher evaluation policies represents a seismic shift rarely seen in education policy in general or state teacher policy specifically.

- **Significant or preponderant use of student growth data.**
  As of September 2013, 35 states and the District of Columbia Public Schools now require that student achievement is a significant or the most significant factor in teacher evaluations. To date, only Alabama, California, Idaho, Iowa, Montana, Nebraska, New Hampshire, North Dakota, Texas and Vermont have no formal policy requiring that teacher evaluations take some objective measures of student achievement into account in evaluating teacher effectiveness.

Figure A. Teacher effectiveness: State policy trends 2009-2013



- **Multiple measures.**
  Twenty-seven states and DCPS require teacher ratings to be based on multiple measures of student growth and achievement and 44 states and DCPS require classroom observations to be incorporated into teacher evaluations.

- **System structure.**
  States have adopted a diverse set of approaches to balancing state and local interests in teacher evaluation design and implementation. Overall, 11 states and the District of Columbia Public Schools mandate a statewide (or in the case of DCPS, a district-wide) teacher evaluation system; 10 states provide a statewide evaluation model from which districts can opt out, typically if they are approved to use a comparable system; and 27 states provide criteria or guidelines that districts can adopt, which typically includes flexibility for districts to design their own evaluation systems consistent with state policy principles. In 11 of those 27 states, the state provides an evaluation model that districts have the option to adopt wholesale rather than design their own.

- **State oversight.**
  In the 39 states where districts have design discretion, fewer than half (15) require state review and approval of these locally-developed systems.

Connecting the Dots

Although many states are still in the early stages of rethinking and implementing new teacher evaluation policies, it is not too early for states to be building the policy framework for how they will use evaluation data in meaningful ways. The critical parts of such a framework address the question of how evaluation results will inform tenure decisions, improving instruction, consequences for repeated ineffective performance, compensation, better targeting professional development, improving teacher preparation and assigning effective teachers to work with the students who need them most. To what extent are states connecting the dots?

- **Tenure and licensure advancement.**
  Teacher evaluations that truly measure effectiveness — and identify classroom ineffectiveness — ought to be used to determine teacher tenure, making it a significant milestone in a teacher's career. As of fall 2013, only about half of the states with ambitious evaluation designs (18 and DCPS) require that tenure decisions must be informed by teacher evaluation ratings. And in only 8 of those 35 states are teacher evaluations used to determine licensure advancement.

- **Professional development.**
  About half of the states with ambitious evaluation systems (19 and DCPS) specifically require in state policy that teacher evaluation results be used to inform and shape professional development for all teachers.

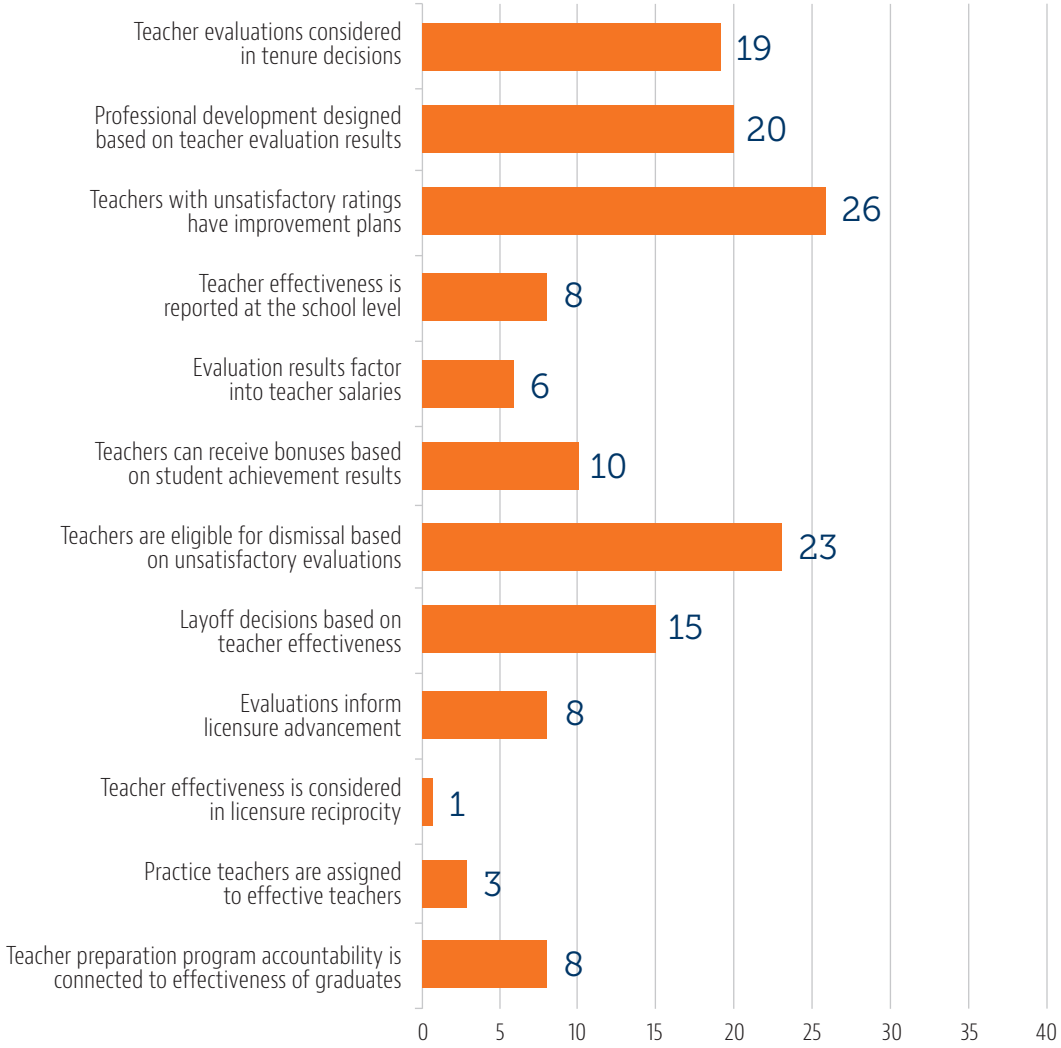
- **Ineffectiveness.**
  Most of the states with ambitious teacher evaluations (25 and DCPS) require that teachers with poor evaluations be placed on an improvement plan. And almost as many (22 and DCPS) ensure in state policy that persistent classroom ineffectiveness is grounds for a teacher to be dismissed.

- **Teacher compensation.**
  In most other professions, performance matters and good performance is rightfully rewarded with promotions and salary increases. But not in teaching. Unfortunately, across the United States, there is little movement to base teacher salary on performance. While there are 10 states that are making some moves in the right direction by supporting some performance pay initiatives, just **Florida**, **Hawaii**, **Indiana**, **Louisiana**, **Utah** and **DCPS** directly tie teacher compensation to teacher evaluation results.

- **Layoffs.**
  Today, the overwhelming majority of school districts use seniority as the only determinant of teacher layoff decisions. Not even half (14 and DCPS) of the states with ambitious evaluation policies require districts to use improved evaluations to make better staffing decisions when and if layoffs become necessary.

- **Teacher preparation.**
  To date only a small handful of states (8) — **Colorado**, **Delaware**, **Florida**, **Georgia**, **Louisiana**, **North Carolina**, **Ohio** and **Tennessee** — have adopted policies connecting the performance of students to their teachers and the institutions where their teachers were trained.

Figure B. Which policies do states connect to evaluations of effectiveness?



Lessons and Recommendations

While a handful of states such as Delaware, Florida, Rhode Island and Tennessee are now at least a year or two into full-scale implementation of new teacher evaluations and already engaged in efforts to connect the dots between evaluation and related teacher policies, most states are just beginning or have yet to begin, with some timelines reaching as far out as 2018-19. For the benefit of the vast majority of states still in the process of designing teacher evaluation systems, the paper offers states advice based on the experience of early trailblazers.

1. **States need to connect the dots.**
   Overhauling evaluation systems is expensive and time-consuming work — not using the results in meaningful ways is counterproductive and wasteful.

2. **Differentiating teacher performance isn't going to happen just because states and districts have a new evaluation rubric.**
   Some policymakers and reformers have naively assumed that because states and districts have adopted new evaluations that put a much stronger emphasis on student outcomes, evaluation results will inevitably look much different. But that assumption has proven incorrect.

3. **The Common Core has the potential to become the Achilles' heel of performance-based teacher evaluations if states fail to be proactive about ensuring alignment.**
   The Common Core should not be used as an argument for suspending annual teacher evaluations.

4. **There must be annual evaluations for everyone.**
   Teacher evaluation policy should reflect the purpose of helping all teachers improve, not just low-performers. And if teacher effectiveness evaluations aim to help all teachers get better — including going from good to great — then all teachers need feedback.

5. **Training is a huge undertaking.**
   The majority of states recognize that evaluator training is needed. But fewer are implementing practices that could help ensure the quality of the training evaluators receive. For example, there are just 13 states and DCPS that require a certification process for their evaluators and only three — **Indiana**, **New Mexico** and **New York**, along with **DCPS** — that require that evaluators are effective teachers.

6. **States and districts should use multiple evaluators or observers where possible.**
   The Gates Foundation MET study found having multiple evaluators to be important for high-quality evaluations of teacher effectiveness but just 5 states require multiple evaluators or classroom observers.

7. **Surveys have emerged as an important source of data and feedback on teacher performance.**
   It is important for states and districts not to underestimate what it takes to design a high-quality instrument, and adopt validated instruments or get expert help writing, testing and implementing surveys. In 2013, 17 states require or allow parent, student or peer surveys to be included in teacher evaluations.

8. **Good measures make good evaluations.**
   Strong evaluation measures and tools will make or break new teacher evaluation systems.

9. **States must use caution with including schoolwide measures of growth in individual teacher evaluations.**
   While states may see a place for collective responsibility for school performance in teacher evaluations, it cannot be a substitute for individual measures of performance applied only to those teachers without direct classroom measures.

10. **Nontested grades and subjects cannot be an afterthought.**
    In most states, a majority of teachers fall into this category — but in the states with the most ambitious evaluation designs only 18 and DCPS explicitly address how to measure student growth and achievement in nontested grades and subjects.

11. **States must develop data systems with the capacity to provide evidence of teacher effectiveness.**
    To ensure that data provided through the state data system is actionable and reliable, states must have a clear definition of "teacher of record" and require its consistent use statewide. States and districts also must have in place a process for roster verification.

12. **Avoid the 'too-many-multiple-measures' trap.**
    In the court of public opinion, there prevails a sense that high stakes decisions about teachers are being made in haste based on single standardized test scores. This report shows that perception is wrong. At the same time, states need to require and implement measures that demonstrate a relationship with student achievement — not allow teacher evaluation to become a watered-down process.

13. **What's in a name?**
    When designing evaluations of effectiveness, precision of language around defining performance categories is a must.

14. **States must address the ongoing challenge of evaluating special education teachers.**
    Special education cannot be an afterthought in teacher evaluation and states must ensure that all measures — growth measures, observation rubrics and surveys — are fair to special education teachers.

15. **Leadership is key.**
    Regardless of laws and regulations on the books, the strongest states are those providing solid state models for statewide or district adoption.

We are at the beginning of a new policy era. For the good of the profession and students alike, states must stay the course on teacher effectiveness policies. At the same time, states and districts must ensure that evaluation systems are flexible enough to take advantage of what we continue to learn about how best to assess teacher performance. We also must not forget, in all the complicated intricacies of designing evaluations of teacher effectiveness — appraising performance is an activity that involves professional judgment. Teacher effectiveness policies are not about enslaving the profession in arbitrary ways to testing systems and quantifiable data sets that prohibit reasoned judgment; rather, these policies are meant to improve the practice of every teacher in every classroom so that all students have the opportunity to reach their highest potential and achieve their greatest dreams.

State of the States 2013

Connect the Dots:

Using evaluations of teacher effectiveness to inform policy and practice

Introduction

The National Council on Teacher Quality (NCTQ) has long been an advocate for the idea that "effective" teaching must be rooted in academic results for students. Whatever else they accomplish in the classroom, effective teachers must improve student achievement.

Although this seems like common sense, until recently it has been an exceptional way of thinking about teacher quality, totally out of step with teacher policy across the states. In 2009, just four states required teachers to be evaluated, in part, on evidence that their students were learning. At that time not a single state in the nation tied evidence of teacher effectiveness to decisions of consequence, such as tenure, dismissal or licensure advancement.

Today it is fair to describe teacher evaluation as totally transformed in terms of policy, if not necessarily yet in practice. States have made huge strides in designing (and in some cases implementing) evaluations of classroom teachers that are informed by more rigorous observations of practice and results for students. As of September 2013, 27 states and the District of Columbia Public Schools[1] (DCPS) require, without exception, annual evaluations of all teachers, and 35 states and DCPS now require that student achievement be a significant or the most significant factor in teacher evaluations.

As of September 2013, more than half of the states require, without exception, annual evaluations of all teachers; and 35 states and DCPS now require that student achievement is a significant or the most significant factor in teacher evaluations.

1 In the annual *State Teacher Policy Yearbook*, NCTQ looks at the District of Columbia's state-level rules and regulations under the auspices of the Office of the State Superintendent of Education, as they govern teacher policy in DCPS and the numerous charter schools that operate as independent local education agencies. For the purposes of this analysis, we focus on the District of Columbia Public Schools' (DCPS) evaluation policies under the IMPACT system, one of the most advanced in terms of development and implementation.

It is critically important that teacher "effectiveness" is defined as and tied to results for kids in our nation's schools. But evaluation for evaluation's sake isn't enough. States must connect the dots. Evaluations of teacher effectiveness need to be used to inform policy, practice and decisions of consequence in our classrooms and our schools.

Spurred in large part by competition for federal Race to the Top funds and more recently by the conditions laid out by the U.S. Department of Education to states pursuing waivers of the No Child Left Behind law, the widespread adoption of more rigorous teacher evaluation policies represents a seismic shift rarely seen in education policy in general or state teacher policy specifically.

But while it is critically important that teacher evaluations define "effectiveness" in terms of helping students achieve academically, more needs to be done than just develop better evaluation systems. The point of improving teacher evaluations is to improve teacher practice in ways that will help schools get demonstrably better results for their students.

To do that, states must *connect the dots*. That is, states must use the information that teacher evaluations generate about effectiveness to inform teacher policy and classroom practice.

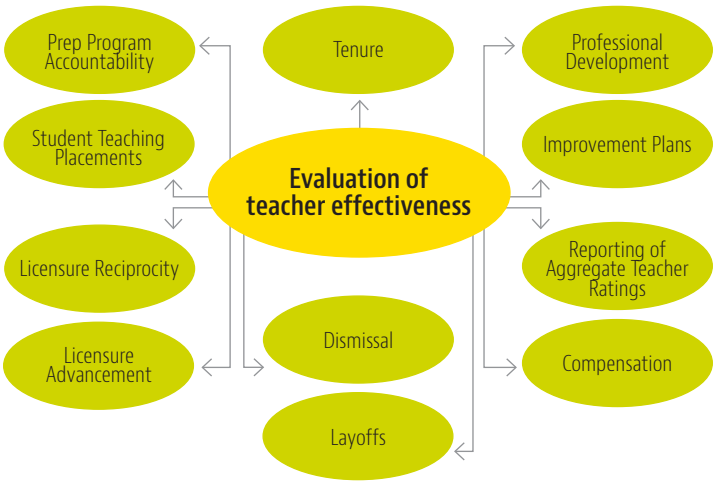
As part of the annual *State Teacher Policy Yearbook*, NCTQ has systematically collected and analyzed state policies on teacher preparation, training, retention, compensation and other personnel policies. In this paper we provide a detailed and up-to-date analysis of teacher evaluation policies across the 50 states and DCPS. Our goal is to examine not only the state of the states on evaluation policy but also to take a deeper look at the extent to which states are using the results of evaluations in meaningful ways.

NCTQ recognizes that evaluation of teacher effectiveness is still very much an emerging field, and many states are in the early stages of rethinking and implementing new teacher policies. We believe it is critical that, right from the start, states articulate how they plan to use the new evaluation systems. As states are developing potentially richer assessments of teacher performance, we examine the extent to which they are requiring that:

- Evaluations of effectiveness are used to make consequential personnel decisions about tenure, licensure advancement, dismissal and reductions in force.
- Teachers are compensated based on teacher effectiveness, an important means of recruiting, retaining and rewarding talent.
- Teachers who receive unsatisfactory evaluations are given support to improve.
- Professional development is tied to needs identified in teacher performance evaluations for all teachers, not just those with low ratings.

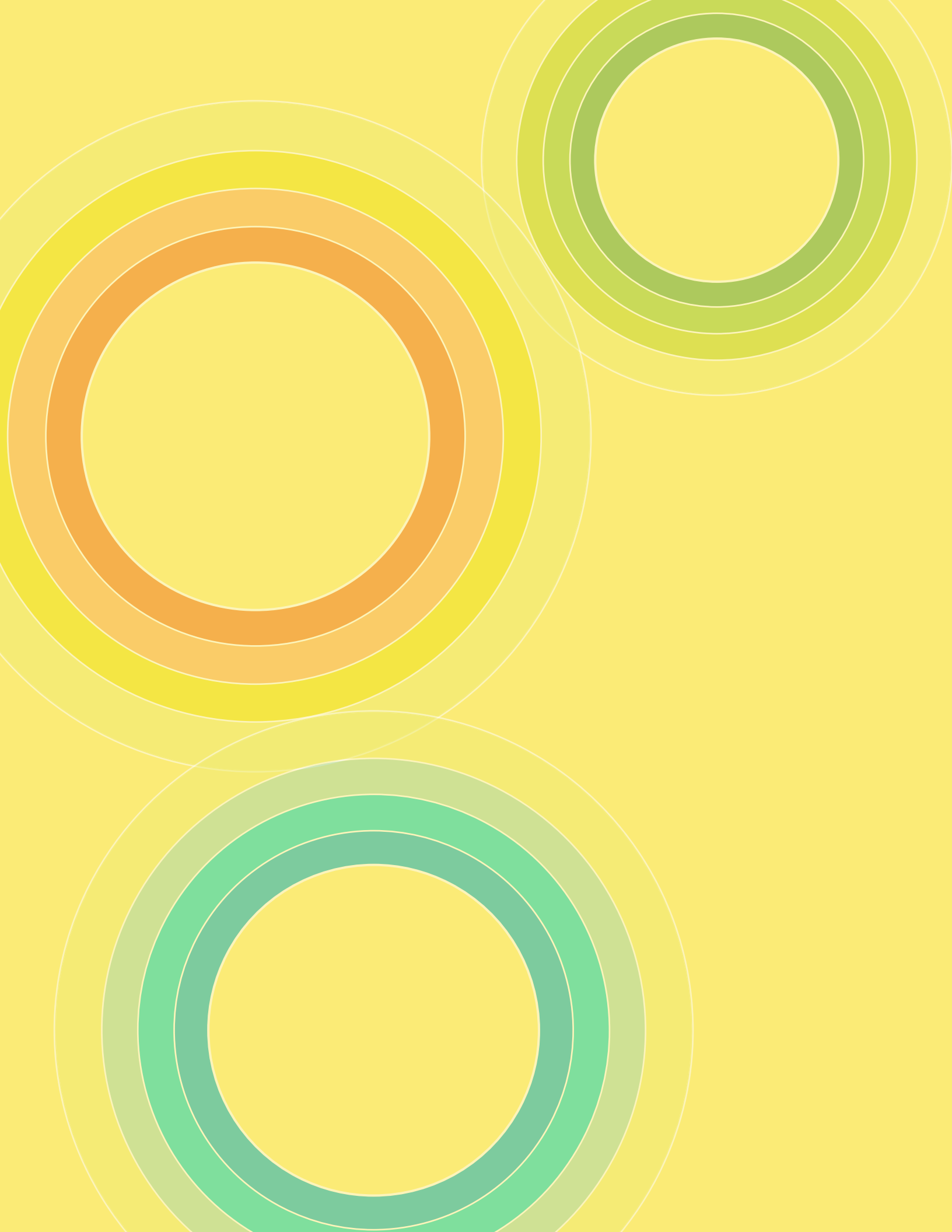
- Teacher preparation programs ensure that teaching candidates are exposed to and mentored by effective teachers during their student teaching experience.
- Data on teacher effectiveness are part of accountability systems for the institutions that prepare teachers.
- Teacher effectiveness data are reported publicly at the school level as a means of analyzing the distribution of effective teachers within and across school systems.

In addition to a 50-state report on teacher evaluation policy, we provide a special focus on states with the most ambitious teacher evaluation system designs and examine their efforts to connect the dots. Finally, we assess important lessons learned and the pitfalls and successes states have experienced in their efforts to improve teacher evaluation systems.



NCTQ's Approach to *State of the States*

Each year, NCTQ undertakes a detailed examination of state laws, rules and regulations that govern the teaching profession, covering the full breadth of policies including teacher preparation, licensure, evaluation, career advancement, tenure, compensation and dismissal. In order for states to get "credit" for having a particular teacher policy in place, NCTQ must be able to identify the policy explicitly in state law, rules, regulations or policy manuals. For the purposes of this analysis, NCTQ does not recognize general or vague promises included in a waiver proposal or grant application (e.g., Race to the Top) to the U.S. Department of Education if those proposals aren't adopted as official policy or unless there is clear evidence of implementation. NCTQ also does not recognize non-mandatory guidance or optional or pilot programs as official statewide policy. State education agencies are our most important partners in this effort, and their review of our policy analysis helps to ensure the factual accuracy of the numbers we report.



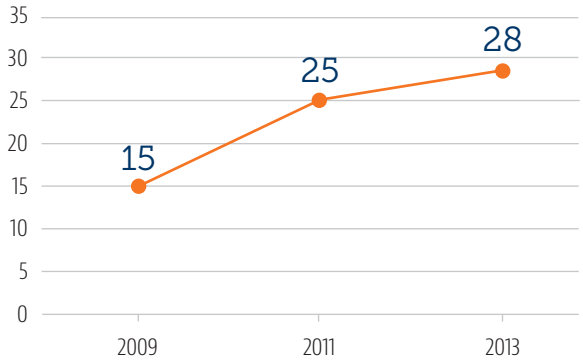
Part 1. State of the States:

National Overview of Teacher Evaluation Policies

The development of new teacher effectiveness policies across the United States over the past five years has been dramatic. For example:

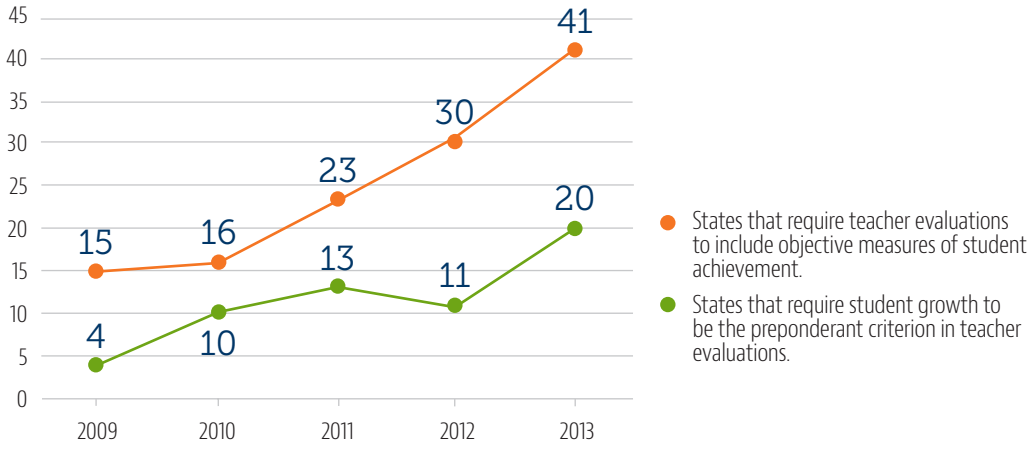
- **Annual evaluations.**
  In 2009, only 15 states required annual evaluations of all teachers, with some states permitting teachers to go five years or more between evaluations. In 2013, 27 states and DCPS now require annual evaluations for all teachers.

Figure 1. States requiring annual teacher evaluations



- **Objective measures of student learning.**
  In 2009, 35 states failed, by even the kindest of definitions, to require teacher evaluations to include a measure of student learning. Today all but 10 states require teacher evaluations to include objective evidence of student learning.

Figure 2. States requiring student achievement data in teacher evaluations



- **Student growth as significant criterion in teacher evaluations.**
  In 2009, only four states were using student achievement as an important criterion in how teacher performance was assessed. In 2013, 16 states require student achievement to significantly inform teacher evaluations. Another 19 states and DCPS have gone even further and require student growth and/or achievement to be the most significant factor in judging teacher performance.
- **Tying teacher performance to tenure and other personnel policies.**
  In 2009, not a single state in the nation awarded tenure based on any evidence of teacher effectiveness; in 2013, 18 states and DCPS require that student performance be factored into the decision to award teachers tenure.

There is little doubt that the landscape is changing rapidly. In just the last year (between Fall 2012 and Fall 2013) about a third of all states adopted evaluation policies requiring teacher evaluations to include objective measures of student achievement as a significant or preponderant criterion.

Figure 3. Teacher evaluation trends 2009-2013

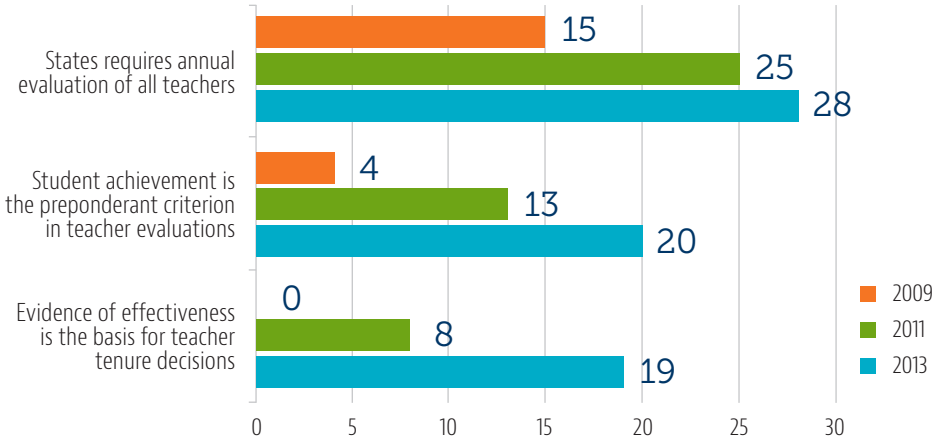


Figure 4. State requirements for including student achievement in teacher evaluations

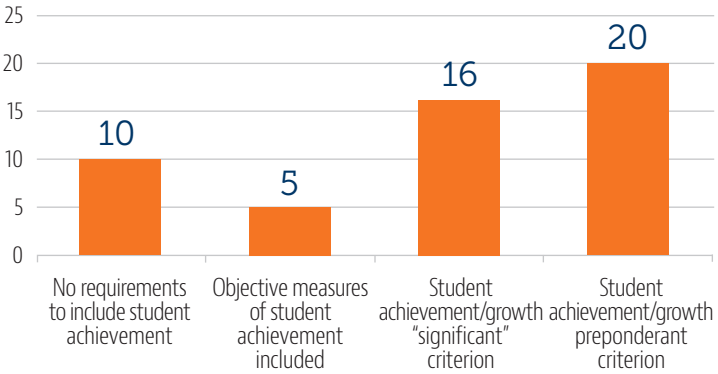


Figure 5. State of the States 2013

STATE	State requires annual evaluations for all teachers	State requires that student achievement measures are included in teacher evaluations...				
		No	Some objective measures of student learning must be included	Teacher evaluations are significantly informed by student achievement and growth		Student achievement/ growth is the preponderant criterion
				"Significant" not defined	"Significant" is explicitly defined	
Alabama[1]	✓	✓				
Alaska						✓
Arizona	✓				✓	
Arkansas				✓		
California		✓				
Colorado	✓					✓
Connecticut	✓					✓
Delaware	✓					✓
DCPS[2]	✓					✓
Florida	✓					✓
Georgia	✓					✓
Hawaii	✓					✓
Idaho[1]	✓	✓				
Illinois					✓	
Indiana	✓			✓		
Iowa		✓				
Kansas				✓		
Kentucky				✓		
Louisiana	✓					✓
Maine			✓			
Maryland	✓				✓	
Massachusetts			✓			
Michigan						✓
Minnesota					✓	
Mississippi	✓					✓
Missouri				✓		
Montana		✓				
Nebraska		✓				
Nevada	✓					✓
New Hampshire[1]		✓				
New Jersey	✓				✓	
New Mexico	✓					✓
New York	✓				✓	
North Carolina	✓					✓
North Dakota	✓	✓				
Ohio						✓
Oklahoma	✓					✓
Oregon				✓		
Pennsylvania	✓					✓
Rhode Island	✓					✓
South Carolina				✓		
South Dakota				✓		
Tennessee	✓					✓
Texas[1]		✓				
Utah	✓			✓		
Vermont		✓				
Virginia					✓	
Washington	✓		✓			
West Virginia	✓		✓			
Wisconsin						✓
Wyoming	✓		✓			
TOTAL	28	10	5	9	7	20

1 The state has an ESEA waiver requiring an evaluation system that includes student achievement as a significant factor. However, no specific guidelines or policies have been articulated.

2 In the annual *State Teacher Policy Yearbook*, NCTQ looks at statewide policies under the responsibility of the Office of the State Superintendent of Education for the District of Columbia. For the purposes of this analysis, we include the District of Columbia Public Schools' evaluation policies under the IMPACT system.

To date, only **Alabama**, **California**, **Idaho**, **Iowa**, **Montana**, **Nebraska**, **New Hampshire**, **North Dakota**, **Texas** and **Vermont** have no formal policy requiring that teacher evaluations take objective measures of student achievement into account in evaluating teacher effectiveness.

At the center of state efforts to design new teacher evaluations are a set of operating rules and a mix of required system elements for which many states have established explicit values and weights. These designs describe how and to what extent student achievement and growth count toward overall assignment of effectiveness ratings to individual teachers, the relative responsibilities of states and districts in the evaluation design and implementation process and how classroom observations will be incorporated into evaluations. Below we outline some of the trends across the 50 states and DCPS on key evaluation design principles.

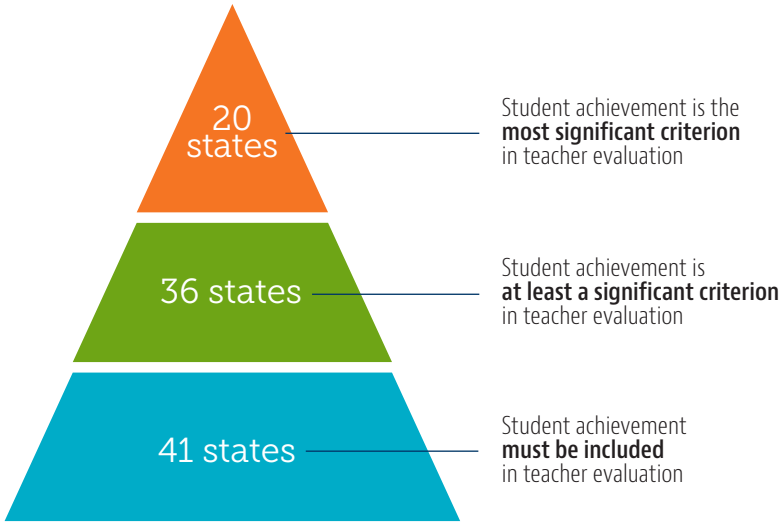
Measuring Student Growth and Achievement

In 2013, more than two-thirds of states require that teacher evaluations measure student growth and achievement as part of a teacher's effectiveness rating. In addition to the 19 states and DCPS with teacher evaluations that include student growth and achievement as the preponderant and decisive factor, an additional 16 states now require that student achievement be a significant criterion in teacher evaluations.

A good deal of the recent movement of state policy in this direction is driven by federal policy. Under the guidelines set by the U.S. Department of Education for state eligibility for waivers of the Elementary and Secondary Education Act, states had to commit to including student achievement as a significant factor in teacher evaluations.

However, we may be overestimating the number of states truly committed to including student achievement as a significant factor in their evaluations because the Department didn't explicitly define what significant meant or draw a clear line in the waivers it has approved, and many states did not specify exactly how they will put "significant" into practice.

As Figure 5 indicates, the majority of these states — **Arkansas**, **Indiana**, **Kansas**, **Kentucky**, **Missouri**, **Oregon**, **South Carolina**, **South Dakota** and **Utah** — are not specific about what it means for student achievement to be a significant factor in assessing teacher performance. Therefore, while the states' policies on paper suggest, in principle, that student growth and achievement will be weighted heavily in assessments of teacher performance, it remains to be seen how this will play out in practice. **Maine** included the term "significant" in its policy on using student achievement and growth in teacher evaluations but ultimately defined it as a relatively small factor, calling for only one quarter of the evaluation rating to be based on student outcomes.



Who is to say what is significant? States, of course, are free to develop their own criteria for measuring teacher effectiveness, as well as how to define significant for the purposes of measuring student growth as part of teacher evaluations. To date, the U.S. Department of Education appears to be relatively lenient in its expectations of these definitions, especially for states that are short on details in their waiver proposals.

For the purposes of our analysis, however, NCTQ sets a consistent standard across states and draws the lines in the following way:

States where student growth and achievement are the *preponderant* criterion are states — such as Delaware, Tennessee and Rhode Island — where a teacher cannot earn an effective rating without meeting student achievement expectations. This does not mean that states must use an algorithm in which student achievement counts for 50 percent of the evaluation, although many states, including **Tennessee**, do. In **Delaware**, student growth and achievement isn't described in terms of a majority percentage of the evaluation rating; however, a teacher cannot earn an effective rating if he or she is not rated as effective on the student growth portion of the evaluation. Other states, including **Rhode Island**, use a matrix that weighs the components in a way that ensures that student achievement is the most significant factor, without assigning specific percentages.

Defining significant is a little more subjective, of course, but NCTQ comes at it in the following way:

For student growth and achievement to be a significant criterion in teacher evaluations, it must be structured so that it is difficult for a teacher to be identified as effective in spite of student results. So, in a state such as **Maine** where growth counts for 25 percent of a teacher's evaluation, it is probable that a teacher could show very little or no impact on students and still be rated as effective. In contrast, states such as **New York** that define significant explicitly and that weigh it in the range of 35-49 percent are putting a much stronger emphasis on how student growth will inform final teacher ratings.

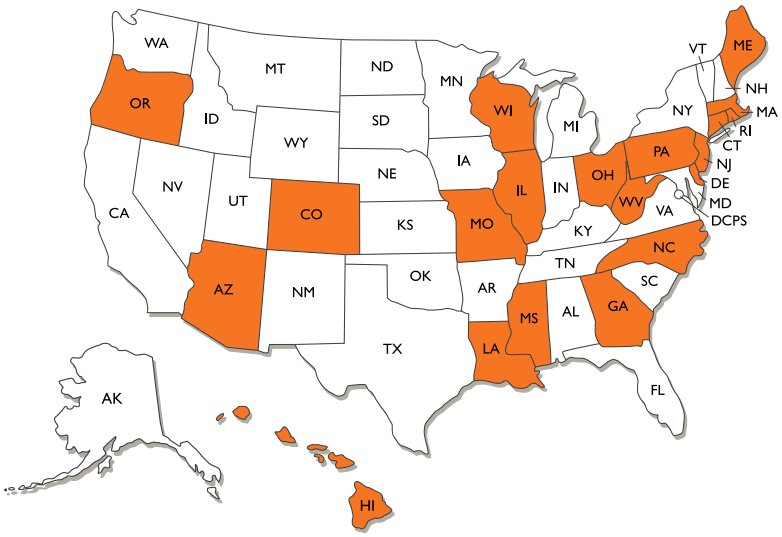
Not surprisingly, states differ not only in how they define the extent to which student growth should influence teacher ratings but also how student growth should be measured for teacher evaluation.

Figure 6. How growth is measured in teacher evaluations

STATE	Student growth measure must include standardized state tests in tested grades and subjects	State requires multiple measures of student growth and achievement	Student learning objectives (SLOs) are explicitly required (teacher/evaluator development of student goals)
Alabama			
Alaska	✓	✓	
Arizona	✓	✓	✓[1]
Arkansas	✓	✓	
California			
Colorado	✓	✓	✓[1]
Connecticut	✓	✓	✓
Delaware	✓	✓	✓[1]
DCPS	✓	✓	
Florida	✓		
Georgia	✓		✓
Hawaii	✓	✓	✓
Idaho		✓[1]	
Illinois	✓	✓	✓[1]
Indiana	✓		
Iowa			
Kansas	✓		
Kentucky	✓	✓	
Louisiana	✓	✓[1]	✓
Maine	✓[1]	✓	✓[1]
Maryland		✓	
Massachusetts	✓	✓	✓
Michigan	✓	✓	
Minnesota	✓	✓	
Mississippi	✓	✓	✓
Missouri	✓[1]	✓	✓[1]
Montana			
Nebraska			
Nevada	✓		
New Hampshire			
New Jersey	✓	✓	✓
New Mexico	✓	✓	
New York	✓	✓	
North Carolina	✓		✓
North Dakota			
Ohio	✓		✓
Oklahoma	✓	✓	
Oregon	✓	✓	✓
Pennsylvania	✓	✓	✓
Rhode Island	✓	✓	✓
South Carolina			
South Dakota			
Tennessee	✓	✓	
Texas			
Utah			
Vermont			
Virginia		✓[1]	
Washington		✓	
West Virginia		✓	✓
Wisconsin	✓	✓	✓
Wyoming			
TOTAL	**31**	**28**	**14**

1 Explicitly allowed but not required. In Louisiana, multiple measures are allowed for teachers with value-added scores that place them in neither the very high nor very low ends of the spectrum.

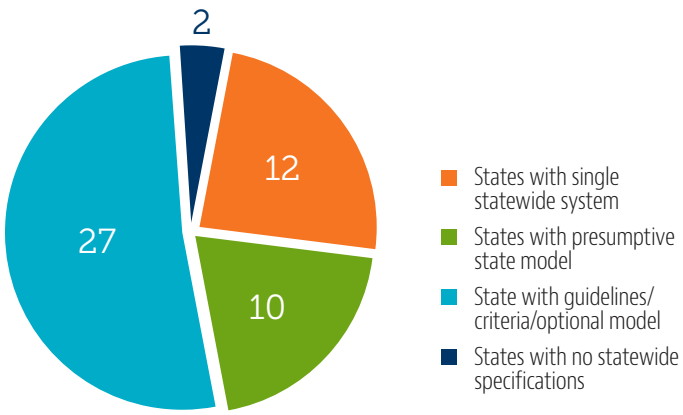
Figure 7. 20 states allow or require student learning objective (SLO) measures



Statewide Systems and District Design

States have adopted a diverse set of approaches to balancing state and local interests in teacher evaluation design and implementation. Many states allow districts to develop their own systems, but most states provide state-developed models or evaluation criteria meant to shape those local design efforts.

Figure 8. Structure of teacher evaluation systems in the states



Overall, 11 states and DCPS mandate a statewide (or in the case of DCPS, a district-wide) teacher evaluation system; 10 states provide a statewide evaluation model from which districts can opt out, typically if they are approved to use a comparable system; and 27 states provide criteria or guidelines that districts can adopt, which typically include flexibility for districts to design their own evaluation systems consistent with state policy principles. Eleven of the 27 states provide an evaluation model that districts have the option to adopt wholesale rather than design their own.

Figure 9. State teacher evaluation policies: Structure and oversight

	State or local design				If state allows district-designed teacher evaluation systems		
STATE	State requires a single statewide system	State provides a presumptive evaluation model for districts with possible opt-out	State provides criteria or outlines requirements for districts	No statewide evaluation specifications	State must APPROVE district teacher evaluation design	State REVIEWS some or all aspects of district teacher evaluation design	State has no formal review/oversight of local teacher evaluation design
Alabama	✓						
Alaska			✓				✓
Arizona			✓[1]				✓
Arkansas	✓						
California			✓				✓
Colorado			✓[1]			✓	
Connecticut		✓			✓		
Delaware	✓						
DCPS	✓[2]						
Florida			✓		✓		
Georgia			✓[1]				✓
Hawaii	✓						
Idaho			✓				✓
Illinois			✓[1]		✓[3]		
Indiana			✓[1]		✓[3]		
Iowa			✓				✓
Kansas		✓			✓		
Kentucky		✓			✓		
Louisiana		✓			✓		
Maine			✓		✓		
Maryland			✓[1]		✓		
Massachusetts			✓[1]		✓[3]		
Michigan			✓				✓
Minnesota			✓[1]				✓
Mississippi	✓						
Missouri		✓			✓		
Montana			✓[1]				✓
Nebraska			✓		✓		
Nevada			✓[1]				✓
New Hampshire				✓			✓
New Jersey			✓		✓		
New Mexico			✓		✓		
New York			✓				✓
North Carolina		✓			✓		
North Dakota				✓			✓
Ohio		✓				✓	
Oklahoma	✓						
Oregon			✓			✓	
Pennsylvania	✓						
Rhode Island		✓			✓		
South Carolina	✓						
South Dakota			✓				✓
Tennessee		✓			✓		
Texas		✓			✓		
Utah			✓[1]			✓	
Vermont			✓				✓
Virginia			✓				✓
Washington	✓						
West Virginia	✓						
Wisconsin	✓						
Wyoming			✓				✓
TOTAL	12	10	27	2	15	4	17

1 State also provides a nonmandatory model as an option for districts.

2 This paper examines the District of Columbia Public Schools, which has a district-wide evaluation model.

3 The state can elect to approve district models but is not required to do so.

It is noteworthy that in the 39 states where districts have design discretion, less than half (15) require state review and approval of these locally developed systems.

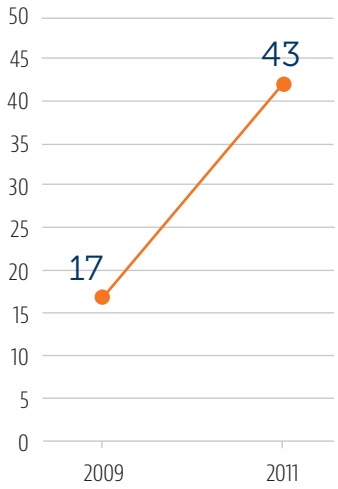
This raises questions about whether states have sufficient oversight of teacher evaluations to ensure that effective and ineffective teachers are identified, whether there will be comparability of results across districts, and whether there needs to be more quality control over design and implementation. This is not to suggest that districts can't do the work of designing and implementing teacher evaluation systems on their own; rather, that if consistency is a goal, the need for state-level support, resources and assistance should not be underestimated.

In the 39 states where districts have design discretion, fewer than half require state review and approval of locally developed evaluation designs.

Differentiation in Effectiveness Ratings

States have made strides in redesigning teacher evaluations so that rating categories allow for better differentiation among various levels of teacher performance. In the past, evaluations typically rated teachers as satisfactory or unsatisfactory, but such a binary system is inadequate, providing little information to guide practice or use evaluation results for decisions of consequence, such as for professional development, compensation or dismissal.

Figure 10. States requiring more than two teachers evaluation category ratings



In just the last two years, the number of states that differentiate teacher performance into multiple levels of effectiveness has more than doubled, from 17 in 2011 to 42 states and DCPS today.

While establishing multiple categories for rating teacher effectiveness does not itself ensure that the evaluations will yield a wider and more accurate distribution of evaluation ratings, states that require three to five rating categories lay important groundwork for more precision in the teacher evaluation process. (See Figure 22 for a state-by-state description of teacher evaluation rating categories.)

Classroom Observation

Two important aspects of driving improvement in teacher effectiveness are designing evaluation systems that provide teachers with regular, actionable feedback for their own growth and development and helping schools make meaningful, informed decisions about the performance of teachers.

In 2013, it is clear that states are developing multiple measures to assess teacher performance. Almost every state (44 and DCPS) now requires that classroom observations be incorporated into teacher evaluations. In 24 of those states and DCPS, multiple annual observations are required as part of each evaluation for at least new, if not all, teachers. Twenty-one states and DCPS provide specific guidelines for when classroom observations should take place during the year, and 14 states and DCPS require that at least some classroom observations are unannounced. Twenty-one states and DCPS are explicit that teachers receive feedback on classroom observations.

Figure 11. State requirements for teacher observations for all the teachers

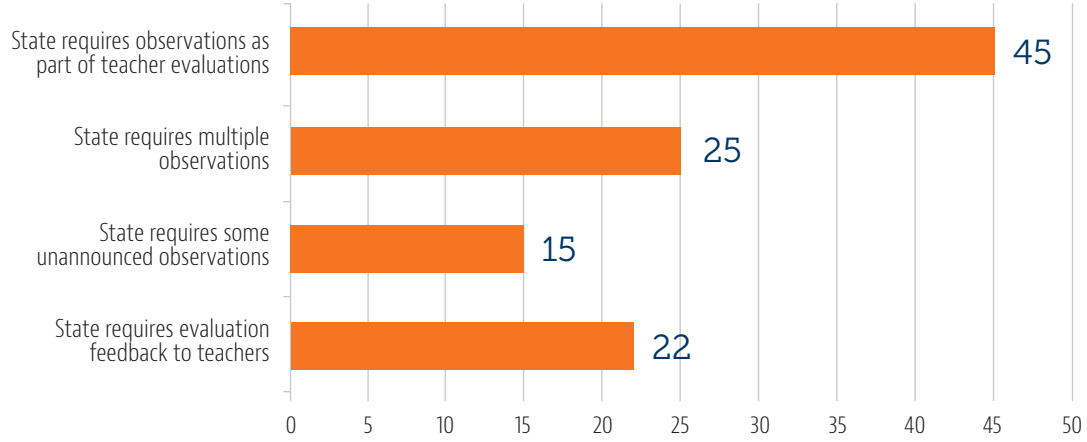


Figure 12. Teacher evaluation observation requirements

STATE	Observations are required	Number of annual observations	Timing of observations specified	Some/all observations unannounced	Post-observation feedback/ conference required
Alabama	✓	2	Fall (October-mid December) and spring (late January-March)	✓	✓
Alaska	✓	Two for probationary teachers; unspecified for nonprobationary teachers			
Arizona	✓	2	First and last observation must be separated by at least 60 calendar days		✓
Arkansas	✓	2	"Should" be during first half of school year	✓	✓
California	✓	Unspecified			
Colorado	✓	Two for probationary teachers; unspecified for nonprobationary teachers			
Connecticut	✓	3		✓	✓
Delaware	✓	New teachers: 2 announced, 1 unannounced; experienced teachers with highly effective/ effective ratings: 1 announced; experienced teachers who do not earn highly effective/ effective ratings: 1 announced and 1 unannounced	Observation for a nonprobationary teacher should occur prior to January 31; first one for new teachers should occur by October 31	✓ (Except for experienced teachers with highly effective/ effective ratings)	✓
DCPS	✓	5 (4 formal, 1 informal); fewer for advanced/expert teachers	The first observation occurs in the first part of the school year	✓	✓
Florida	✓	Two during first year of teaching; unspecified for others			
Georgia	✓	Multiple			
Hawaii	✓	2	One per semester		✓
Idaho	✓	2	One must be completed by January 1		
Illinois	✓	Nontenured or tenured with previous rating of needs improvement or unsatisfactory: 3 (two formal); tenured with previous rating of excellent or proficient: 2 (one formal)			✓
Indiana	✓	2	Reasonable intervals		✓
Iowa	✓	Unspecified			
Kansas	✓	First two years: 2 per year; third/fourth year: 1 per year	First two years: no later than 60th day of semester; third/ fourth year: by February 15		
Kentucky	✓	For new teachers: 3; multiple for tenured teachers when results are unsatisfactory	New teachers: first occurs in first part of the year		Only specified for new teachers
Louisiana	✓	2 (one may be waived for teachers with highly effective ratings)		✓[1] (informal ones may be unannounced)	✓
Maine	✓	Unspecified			✓
Maryland	✓	2		✓[1]	✓
Massachusetts	✓	Unspecified		✓	
Michigan	✓	Multiple, unless teacher has received rating of effective or highly effective in two most recent evaluations			Teachers in their first year of the probationary period, or who receive a rating of minimally effective or ineffective on most recent evaluation, must receive a midyear progress report, which includes feedback from observations.
Minnesota	✓	Probationary teachers: 3; not specified for others	First evaluation within 90 days of teaching		
Mississippi	✓	Formal: 2; walk-throughs: 5	First must occur in the fall	✓ Formal observations must be announced; walk-throughs are unannounced	✓
Missouri	✓				
Montana					

STATE	Observations are required	Number of annual observations	Timing of observations specified	Some/all observations unannounced	Post-observation feedback/ conference required
Nebraska	✓	For probationary teachers: 2; unspecified for nonprobationary teachers	One per semester		
Nevada	✓	New teachers: 3 ; minimally effective or ineffective tenured teachers: 3; effective tenured teachers: 2; highly effective tenured teachers: 1	For probationary teachers and low-rated nonprobationary teachers: First scheduled observation must occur within the first 40 days of instruction; the second must occur after 40 but within 80 days of the first day of instruction; and the third must occur after 80 but within 120 days after the first day of instruction.		✓
New Hampshire					
New Jersey	✓	At least 3	One per semester	✓	✓
New Mexico	✓	2-3			✓
New York	✓	Multiple		✓	
North Carolina	✓	Career teachers: 3; new teachers: 4		✓	✓
North Dakota					
Ohio	✓	2 (one may be waived for teachers with accomplished ratings)			
Oklahoma	✓	Not specified			
Oregon	✓	Two for new teachers			
Pennsylvania	✓	Not specified			
Rhode Island	✓	In state model: 3; districts that develop their own models can establish frequency	Beginning, middle and end of year	✓	✓
South Carolina	✓	New teachers: 4	At least 2 must occur in first semester	✓	
South Dakota	✓				
Tennessee	✓	For nonprobationary: 4; for new teachers: 6	Observations equally distributed across the two semesters	✓	✓
Texas	✓	At least 1		✓ [1]	
Utah	✓	A reasonable number to insure adequate reliability			
Vermont					
Virginia	✓	Multiple	First year: informal observation in first semester	✓ [1]	
Washington	✓	All teachers must be observed at least twice each school year. During the third year of provisional status, teachers must be observed at least three times.	New teachers must be observed during the first 90 days of the school year.		✓
West Virginia	✓ [2]	New teachers in their first three years of teaching must be observed at least four times; teachers in their fourth and fifth years are observed at least two times.	For new teachers, the first instructional observation must take place by November 1, the second between November 1 and January 1, the third between January 1 and March 1, and the final between March 1 and May 1. Teachers in fourth and fifth years are observed at least two times, the first one occurring by November 1 and the second before May 1.	✓	✓
Wisconsin	✓	2		✓	✓
Wyoming					
TOTAL	45			15	22

1 Explicitly allowed but not required

2 Observations are not required for teachers with more than five years' experience unless requested by the principal.

Part 2. Connect the Dots:

A Look at States with Ambitious Teacher Evaluation Systems

High-quality evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice.

The policy implications of an evaluation system that truly measures teacher effectiveness are profound. If done well, and if decision makers act on the results, the consequences could change much of what is now standard practice in the teaching profession by setting the foundation for better targeted policies for struggling teachers, higher standards for teacher preparation programs and fair but rigorous policies for replacing persistently ineffective teachers. Compensating teachers based on effectiveness could help attract top talent to and retain the most effective teachers in the profession. A system that cultivates effectiveness will also be crucial to other reform efforts, from implementing new Common Core State Standards and promoting educational equity to turning around low-performing schools.

In the analysis below, we provide a more detailed description of policy in the 35 states and DCPS where student achievement is intended to be a significant or the most significant criterion for judging teacher performance. NCTQ features these states because we believe that states conducting teacher performance evaluations focusing on the results and behaviors that matter most are the best positioned to recognize and encourage effective instruction as well as prepare and value highly effective teachers.

Below we also highlight the extent to which states with the most ambitious teacher evaluation plans are connecting the dots by making policies that support significant efforts to use teacher evaluation information in ways that will further the quality of teaching and learning in the state.

Even as we take a closer look at states with evaluation designs that incorporate student growth as a significant or the most significant criterion, there is great variation in the specifications included in state policy. The majority

Despite major changes in policy regarding teacher evaluation strategies, many states haven't yet articulated policies linking the results to improving teacher effectiveness.

Florida, **Louisiana** and **Tennessee** are leaders among the states that are connecting the dots — using objective, meaningful and measurable evaluations of teacher effectiveness to guide teacher policy statewide.

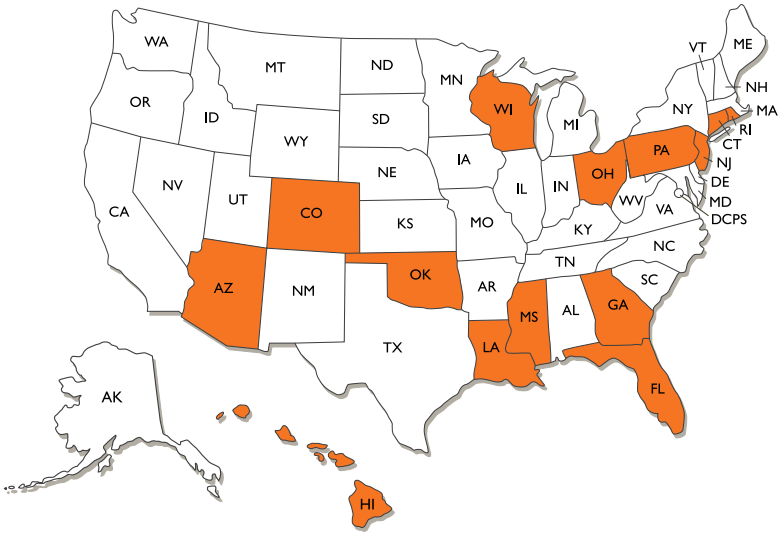
of these 36 jurisdictions attach explicit weights to how student growth will be measured in teacher evaluations. Twenty-nine states and DCPS have explicit policies for including standardized state tests in teacher evaluations. However, just half of the states with more ambitious designs (18 and DCPS) articulate explicit policies for measuring growth in grades and subjects for which standardized state test data are not available. Appendix B contains a more in-depth version of Figure 13, including the specifics of each state's policy for incorporating growth measures in teacher evaluations.

Figure 13. A closer look at state policy in states where student growth is a significant or preponderant criterion

STATE	Student achievement and growth carries explicit weight in teacher evaluation system	Student growth measures must include standardized state tests	State has explicit policy for nontested grades and subjects
Alaska	✓	✓	
Arizona	✓	✓	✓
Arkansas		✓	✓
Colorado	✓	✓	✓
Connecticut	✓	✓	✓
Delaware		✓	✓
DCPS	✓	✓	✓
Florida	✓	✓	✓
Georgia	✓	✓	✓
Hawaii	✓	✓	✓
Illinois	✓	✓	
Indiana		✓	
Kansas		✓	
Kentucky		✓	
Louisiana	✓	✓	✓
Maryland	✓		
Michigan	✓	✓	
Minnesota	✓	✓	
Mississippi	✓	✓	✓
Missouri			
Nevada	✓	✓	
New Jersey	✓	✓	✓
New Mexico	✓	✓	
New York	✓	✓	
North Carolina		✓	✓
Ohio	✓	✓	✓
Oklahoma	✓	✓	✓
Oregon		✓	✓
Pennsylvania	✓	✓	✓
Rhode Island	✓	✓	✓
South Carolina			
South Dakota			
Tennessee	✓	✓	
Utah			
Virginia			
Wisconsin	✓	✓	✓
TOTAL	24	30	19

Across the 36 most ambitious evaluation systems in terms of including student outcomes in teacher ratings, NCTQ finds just 14 that: 1) articulate an explicit weight for student growth measures in teacher evaluations, 2) require the use of state standardized test data where applicable to teachers and 3) have developed an explicit policy for measuring growth in nontested grades and subjects.

Figure 14. States where student growth carries explicit weight, growth measures include standardized tests and there are explicit policies for nontested grades and subjects



In many states, the lack of details about many aspects of the evaluation systems leaves many unanswered questions, and shows that many states are not ready to rush into high-stakes consequences too quickly.

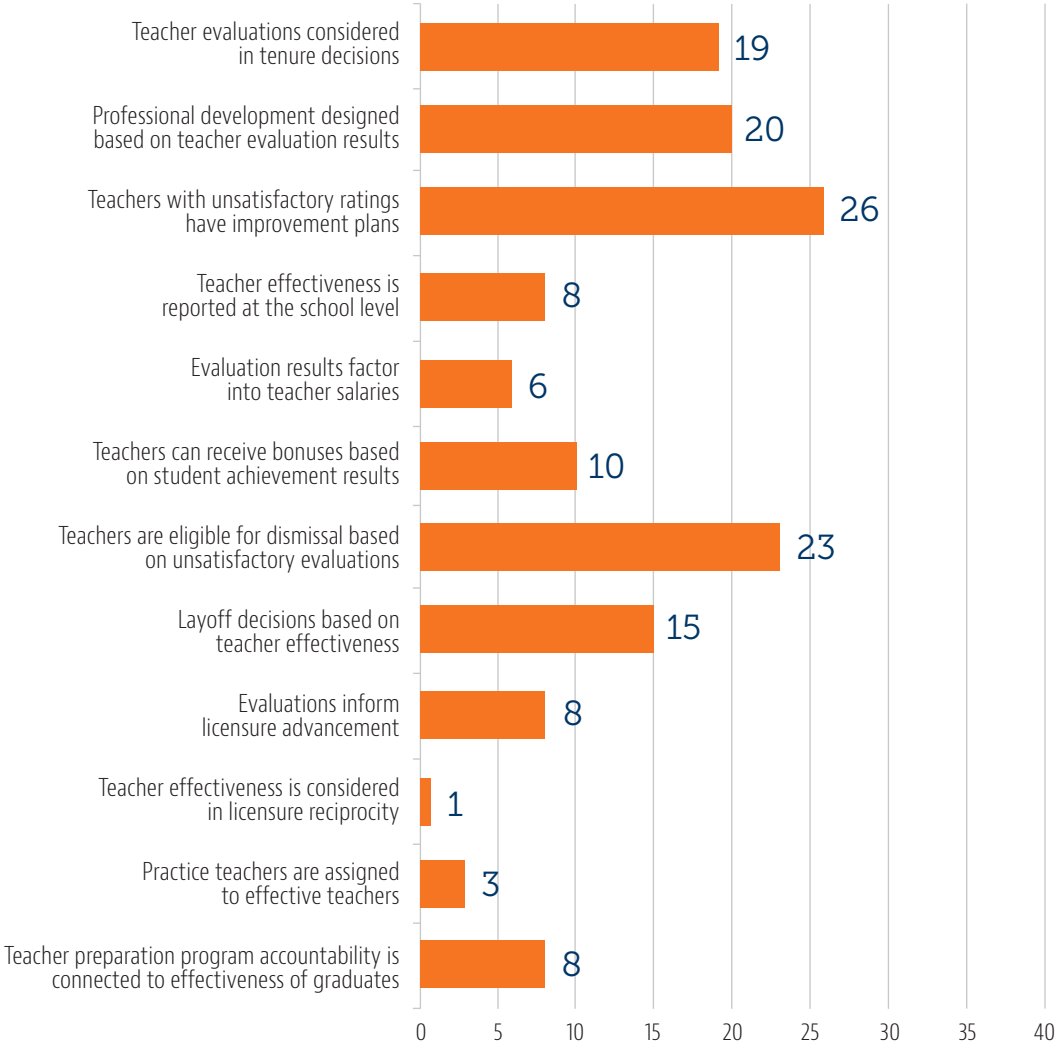
Nevertheless, even if implementation is down the line, NCTQ believes that states should be building the policy framework for how they will use evaluation data in meaningful ways--in particular, how evaluation results will inform tenure decisions, the consequences for repeated ineffective performance, compensation, improving instruction, better targeting of professional development, improving teacher preparation and assigning effective teachers to work with students who need them the most.

Figure 15. Connecting the dots[2]

STATE	Objective measures of student achievement included in teacher evaluations as significant or preponderant criterion	Teacher evaluations are considered in tenure decisions (or state has eliminated tenure)	Professional development is designed/ assigned based on individual teachers' evaluation results for all teachers	Teachers who receive unsatisfactory evaluations must have improvement plan	Teacher effectiveness is reported at the school level	Compensation: Evaluation results factor into teacher salaries	Compensation: Individual teachers can receive performance pay bonuses based on student achievement results	Teachers with unsatisfactory evaluations are eligible for dismissal	Decisions about reductions in force (layoffs) are based on results from evaluations of teacher effectiveness	Teacher evaluations are considered in decisions about licensure advancement	Evidence of effectiveness is considered in awarding licensure reciprocity	Teaching candidates in preparation programs are assigned to practice teach in classrooms with effective teachers	Teacher preparation program accountability is connected to the effectiveness of graduates
Alaska	✓			✓				✓					
Arizona	✓	✓	✓	✓			✓	✓					
Arkansas	✓		✓	✓	✓		✓	✓					
Colorado	✓	✓	✓	✓				✓	✓				✓
Connecticut	✓	✓	✓	✓				✓					
Delaware	✓	✓	✓	✓				✓		✓	✓		✓
DCPS	✓	✓	✓	✓		✓	✓	✓	✓				
Florida	✓	✓	✓	✓		✓		✓	✓			✓	✓
Georgia	✓		✓					✓	✓	✓			✓
Hawaii	✓	✓		✓		✓		✓					
Illinois	✓	✓		✓	✓			✓	✓	✓		✓	
Indiana	✓	✓			✓	✓		✓	✓				
Kansas	✓												
Kentucky	✓												
Louisiana	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓
Maryland	✓			✓						✓			
Michigan	✓	✓	✓	✓			✓	✓	✓				
Minnesota	✓		✓	✓			✓						
Mississippi	✓		✓	✓									
Missouri	✓				✓		✓		✓				
Nevada	✓	✓					✓	✓					
New Jersey	✓	✓	✓	✓				✓					
New Mexico	✓		✓	✓				✓					
New York	✓	✓		✓	✓			✓					
North Carolina	✓	✓	✓	✓	✓								✓
Ohio	✓			✓					✓				✓
Oklahoma	✓	✓		✓			✓	✓	✓				
Oregon	✓												
Pennsylvania	✓			✓	✓			✓		✓			
Rhode Island	✓	✓	✓	✓				✓	✓	✓			
South Carolina	✓		✓	✓			✓						
South Dakota	✓												
Tennessee	✓	✓	✓				✓	✓	✓	✓		✓	✓
Utah	✓		✓	✓		✓			✓				
Virginia	✓	✓	✓	✓				✓	✓				
Wisconsin	✓												
TOTAL	36	19	20	26	8	6	10	23	15	8	1	3	8

2 Appendix C provides a summary of these policies for states with evaluation policies that do not make student achievement a significant or the most significant factor in determining teacher effectiveness.

Figure 16. Which policies do states connect to evaluations of effectiveness?



Identifying Effective Teachers for Tenure and Licensure

If teacher evaluations are going to have any real meaning, they must be used to make decisions of consequence. Teacher evaluations that truly measure effectiveness — and identify classroom ineffectiveness — ought to be used to determine teacher tenure, making it a significant milestone in a teacher's career. For too long, and in too many states, teachers have been awarded tenure virtually automatically, based on number of years of experience only. But high-quality and ambitious evaluations of teacher effectiveness could make tenure a meaningful designation for teachers who have demonstrated that their instructional skills have produced good academic results for their students.

As of fall 2013, only about half the states with ambitious evaluation designs (18 and DCPS) require that tenure decisions be informed by teacher evaluation ratings. And in only 8 states are teacher evaluations used to determine licensure advancement.

In addition to identifying capable teachers and encouraging them to make a career of teaching, states should also consider using teacher evaluation ratings when they make decisions about license reciprocity — that is, issuing licenses for teachers moving from one state to another. **Delaware** is the only state with such a policy. Rather than mandating additional coursework or imposing recency requirements (a specific length of time within which a teacher has taught or taken college courses), Delaware requires that all out-of-state teachers (both traditional and alternate routes) have at least three years of "successful" experience. The state is unambiguous about what successful experience means: Teachers must have two satisfactory evaluations from another state with an evaluation system that Delaware deems equivalent to the summative evaluations required of a Delaware teacher.[3]

Improving Classroom Instruction

If teacher evaluations are going to make a difference in teacher practice, there must be response and reaction to their findings. A critical way that ambitious teacher evaluations must be connected to practice is informing professional development. Professional development must be designed based on strengths and weaknesses identified in teacher evaluations.

A great deal of criticism has been aimed at teacher professional development, with research suggesting that much professional development lacks clear focus and purpose, fails to address classroom instruction and is disconnected from the specific needs of teachers. Survey after survey of teachers echo these concerns.

Most of the states with ambitious evaluation systems (19 and DCPS) specifically require that teacher evaluation results be used to inform and shape professional development for all teachers. This is a good start. If states take advantage of richer data on student learning and classroom observation provided by teacher evaluations, they'd also be better able to design and/or assign teachers to professional development experiences tailored to specific needs. Unfortunately, a number of states only make the connection explicit for teachers receiving low evaluation ratings. This is a missed opportunity to help good teachers become great ones. And it is a mistake to assume that our most effective teachers aren't also hungry for feedback and professional development that can help them continue to advance and sharpen their skills.

3 Delaware is realistic about the fact that most states do not presently have such evaluation systems and consequently offers out-of-state teachers other paths to a Delaware license. In time, perhaps these other options can be phased out leaving only effectiveness as the criterion that matters in making licenses portable across states.

Consequences for Ineffectiveness: Improvement or Dismissal

Holding teachers accountable for their performance is one of the most controversial policy goals attached to teacher evaluations. At the same time, if evaluations of teacher effectiveness help states, districts and schools identify their most talented teachers — those who help students gain the most academic ground — such evaluations also will reveal which teachers are ineffective.

State policy should clearly articulate that teachers who receive unsatisfactory evaluations should have improvement plans in place, and teachers who receive multiple unsatisfactory evaluation ratings should be eligible for dismissal. This in no way suggests that the best policy path is for states to take decision making away from local districts, but rather that states should establish in unambiguous terms that ineffectiveness is grounds for dismissal.

Most of the states with ambitious teacher evaluations (25 and DCPS) do require that teachers with poor evaluations be placed on an improvement plan. And almost as many (22 and DCPS) ensure in state policy that persistent classroom ineffectiveness is grounds for a teacher to be dismissed. This is especially promising because up until recently most states made it difficult for districts to dismiss ineffective teachers. The vast majority of states have laws on their books that address teacher dismissal, but the laws are much more likely to consider criminal and moral violations than teacher performance.

Teacher Compensation

Teacher compensation ought to be based, at least in part, on evaluations of effectiveness. Most teachers are paid according to salary schedules that tie compensation only to years of experience and advanced degrees. Unfortunately, this salary structure does nothing to promote the retention of effective teachers, especially those early in their careers. Furthermore, research is clear that a teacher's education level beyond a bachelor's degree bears little or no relationship to teacher quality or academic results. Nationwide, states and districts spend billions providing pay raises for master's degrees, squandering resources that could be directed toward compensating teachers who demonstrate skills and results.

The salary system frustrates effective teachers. They have almost no opportunity to earn a higher salary, without obtaining a degree of questionable value, other than simply growing older or pursuing nonteaching opportunities outside the classroom. In most other professions, performance matters, and good performance is rightfully rewarded with promotions and salary increases.

Across the United States, there is little movement to base teacher salary on performance. While 10 states are moving in the right direction by supporting some performance pay initiatives, just five states — **Florida**, **Hawaii**, **Indiana**, **Louisiana** and **Utah** — as well as **DCPS** directly tie teacher compensation to teacher evaluation results:

- **DCPS**' IMPACTplus is a performance-based compensation plan with two methods for rewarding highly effective teachers: 1) Teachers are eligible for an annual bonus based on student growth, and 2) Teachers with highly effective ratings are eligible for an increase in salary base.
- Starting in 2014, **Florida** will require that districts tie teacher compensation to teacher performance. A teacher determined to be highly effective will receive a salary increase that must be greater than the highest annual

salary adjustment available to that individual through any other salary schedule adopted by the school district. A teacher determined to be effective will receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective teacher.

- In **Hawaii**, starting in July 2013, pay increases for teachers will be based on an evaluation of their performance, and only teachers who receive a rating of "effective" or higher will be eligible to receive pay increases.
- **Indiana** requires local salary scales to be based upon a combination of factors. Years of teacher experience and content area degrees beyond the requirements for employment may not count for more than 33 percent of the calculation. The remaining calculation is determined by results of the teacher evaluation based on a number of factors, including teacher performance and student achievement, which should include but not be limited to test results.
- **Louisiana** requires local districts to establish a salary schedule based on the following criteria: 1) effectiveness determined by performance evaluations, 2) demand inclusive of area of certification, particular school need, geographic area and subject, which may include advance degree levels and 3) experience. No one criterion can count for more than 50 percent of the formula used to compute salaries.
- Starting with the 2015-2016 school year, district employee compensation systems in **Utah** must be aligned with the district's annual evaluation system. Any advancement must be based primarily on evaluation, and an employee may not advance if the employee's rating on the most recent evaluation is at the lowest level of an evaluation instrument.

Leaving aside DCPS and Hawaii, which is a unitary district, all of the other four states are leaving decisions about teacher compensation and salary schedules where they've always been: with districts. Districts in these states still establish their own pay schedules within the given parameters.

Teacher Assignment

Despite the fact that the capacity of most state data systems has improved greatly, there is still a dearth of data collected and reported – particularly at the school level – that could shed light on the distribution of teacher talent and help inform policies for ensuring that students most in need of effective teachers have access to them.

While state capacity to address inequities may be limited, states could do much to bring needed transparency to this issue by good reporting — particularly around teacher effectiveness at the school level. Unfortunately, NCTQ finds that only eight states — **Arkansas**, **Illinois**, **Indiana**, **Louisiana**, **Missouri**, **New York**, **North Carolina** and **Pennsylvania** — require teacher effectiveness ratings to be reported school by school.

While reporting on teacher effectiveness data by the state, district and school level is essential, this is not a recommendation for publishing individual teacher evaluation ratings. When it comes to accountability for ineffective teachers, public shaming of individuals is both ineffective and inappropriate.

Layoffs

Today, the overwhelming majority of school districts use seniority as the only determinant of teacher layoff decisions. But given what is at stake — that student progress depends on the quality of the teachers to which they are assigned — teacher performance should be a factor in any layoff. Student needs should be paramount when considering how best to handle employment decisions. The academic costs of laying off teachers without attention to classroom performance are potentially high. Nevertheless, according to NCTQ's analysis of states with ambitious teacher evaluation systems, not even half (14 and DCPS) require districts to use improved evaluations to make better staffing decisions when and if layoffs become necessary.

Improving Teacher Preparation

NCTQ has long argued that states have ineffective processes for approving both traditional teacher preparation programs and alternate routes, collecting little objective data that could be used to hold programs accountable for the quality of the teachers they produce. Redesigned evaluations of teacher effectiveness offer an opportunity on this front by allowing states to collect meaningful objective data on the performance of the program graduates and setting program standards accordingly. To date, only eight states — **Colorado**, **Delaware**, **Florida**, **Georgia**, **Louisiana**, **North Carolina**, **Ohio** and **Tennessee** — have adopted policies connecting student performance to their teachers and the institutions that trained them.

Teacher preparation programs could also be improved if evaluations of teacher effectiveness were used to assign teaching candidates to practice teach in classrooms with effective teachers. During the typical semester of practice teaching, student teaching candidates must synthesize everything they have learned about planning and delivering instruction, not to mention meetings with faculty and parents and classroom management. Passing (or failing) student teaching determines whether an individual will be recommended for certification as a licensed teacher. Surveys of new teachers suggest that student teaching is the most important part of their teaching training experience.

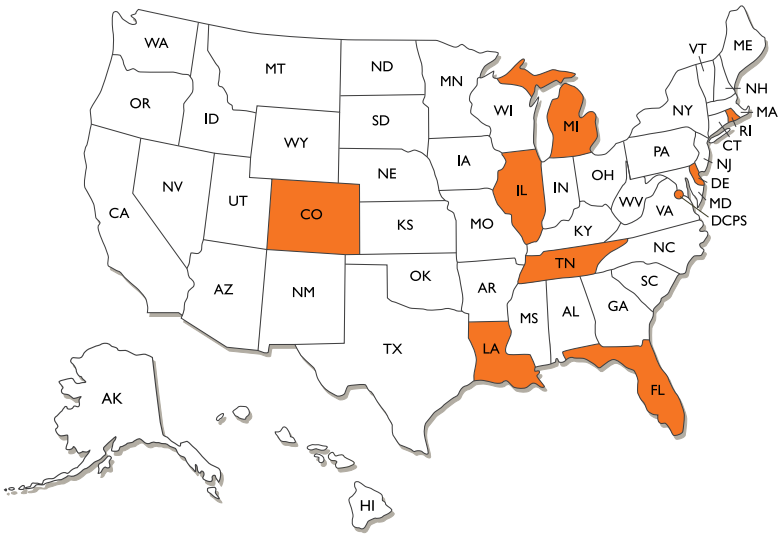
Given the importance of student teaching, it is critically important that the cooperating or mentoring teacher assigned to a student teacher is an effective teacher. But today, just three states — **Florida**, **Illinois** and **Tennessee** — use information from teacher evaluations to make such decisions. Massachusetts has similar policy, but unfortunately the design of the state's evaluation system does not ensure that a teacher with an effective rating is necessarily effective in terms of student learning.

State Leaders

No state is connecting all the dots, but some are closer than others to developing a comprehensive set of teacher policies well informed by evaluations of teacher effectiveness.

As shown in Figure 17, policymakers in 8 states (**Colorado**, **Delaware**, **Florida**, **Illinois**, **Louisiana**, **Michigan**, **Rhode Island** and **Tennessee**) and **DCPS** have connected the dots among more than half of eleven relevant policy areas we identified. Louisiana leads the way, with connections made between its teacher evaluation system and nine other policy areas, and Florida and Tennessee are right behind with each having connections to eight.

Figure 17. State Leaders in Connecting the Dots



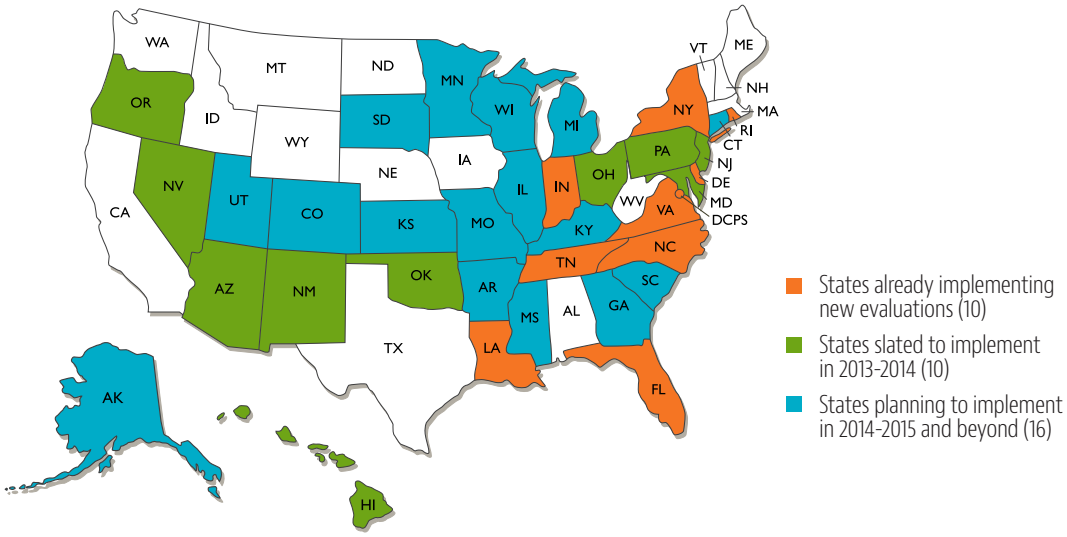
Again, it is not surprising that states in the early stages of designing new teacher evaluations have not made huge strides in using evaluation results to inform policies such as tenure, licensure advancement, professional development, compensation and teacher preparation. But it is a mistake to think states should wait and make the policy connections at some point down the road. States need to put the comprehensive framework in place — even if it takes a while to put it into practice.

Appendix A offers a summary and set of state-specific recommendations for the policy connections that each state has yet to make.

Part 3. Lessons in Teacher Evaluation Policy

While a handful of states including **Delaware**, **Florida**, **Rhode Island** and **Tennessee** are now at least a year or two into full-scale implementation of new teacher evaluations and engaged in efforts to connect evaluations with related teacher policies, most states are just beginning or yet to begin, with timelines, some as far away as 2018-2019, for implementing policies now on the books (see Appendix D for state-by-state implementation timelines).

Figure 18. Implementation Timelines



For the benefit of the states still designing teacher evaluation systems, we provide below a set of recommendations based on the experience of early trailblazers:

1. **States need to connect the dots.**
   Most states do not have sufficient plans to use the potentially rich data they will have about teacher effectiveness to improve the teaching profession and results for students. Overhauling evaluation systems is expensive and time-consuming, and not using the results in meaningful ways is counterproductive and wasteful.

2. **Differentiating teacher performance isn't going to happen just because states and districts have a new evaluation rubric.**
   The critique of old evaluation systems was that 99 percent of teachers were rated effective, regardless of student achievement. Some policymakers and reformers have naively assumed that because states and districts have

For the sake of the profession and kids alike, teachers and administrators need to embrace the discomfort in opening classroom doors and making effectiveness matter.

adopted new evaluations — including those that put a much stronger emphasis on student outcomes — evaluation results will inevitably look much different. But that assumption has proven incorrect. Perhaps the clearest indicator that evaluation measures aren't yet accurately gauging teacher performance isn't the small percentages of ineffective teachers identified; rather, it is the small percentage of teachers that need improvement.

Moving from a system that rates everyone as just fine to one that differentiates performance is daunting and requires a culture shift, and data from early implementers show just how hard it is. Some administrators may not yet have the skills to evaluate instruction, give constructive feedback and have hard conversations with underperformers. States and districts must anticipate and address the anxieties a new evaluation system will create for teachers and communicate clearly and regularly with the teachers. The grapevine is a bad way for teachers to find out what's going on, and states and districts should never assume that teachers are getting good information about the evaluation system. It is counterproductive for teachers not to be clear on the overall purpose and vision for these evaluations.

Issues to be addressed include supporting improvements in the ability of evaluators to differentiate teacher practice, ensuring the appropriateness of the observation and other evaluation measures, and changing the mindset of teachers and administrators so that evaluators are willing to make critical judgments about colleagues (and sometimes friends and neighbors). Unless evaluators receive the training they need and teachers open their classroom doors and embrace the discomfort involved in analyzing, acknowledging and addressing strengths and weaknesses, evaluation reform won't make a difference.

3. **The Common Core has the potential to become the Achilles' heel of performance-based teacher evaluations if states fail to be proactive about ensuring alignment.**
   Already there is a great deal of pushback against holding teachers accountable for standards they haven't yet been trained to teach and based on tests that haven't yet been implemented. While the challenge to align the new expectations for teachers with new expectations for schools and students is an absolute necessity, it is not a strong argument for delaying teacher evaluations until the transition to Common Core State Standards is complete. What states legitimately need to consider is whether they might temporarily suspend or delay the *consequences* of evaluation — particularly if high stakes — while transitioning to new student assessment systems. In reality, new teacher evaluation systems can be a useful tool in

the transition process, identifying needs and strengths and weaknesses in powerful ways. The Common Core should not be used as an argument for suspending annual teacher evaluations.

4. **Annual evaluations for everyone.**
Some states are making a big mistake by foregoing annual evaluations for teachers with highly effective — or in some cases even effective — ratings. While this may make sense from a resource/capacity perspective, it sends a clear message that the only purpose of evaluation is to weed out the bad teachers if the system gives a pass once a teacher demonstrates she is effective. Teacher evaluation policy should reflect the purpose of helping all teachers improve, not just low performers. And if teacher effectiveness evaluations aim to help all teachers get better — including going from good to great — then all teachers need feedback.

   A better option, if necessary, may be to scale back the number of teacher observations. **Tennessee**, for example, initially required that all teachers be observed five times annually. Today, the number of required observations is differentiated based on the prior year's performance as well as license type. We think that the option of fewer observations for teachers already documented effective may be a reasonable compromise for states, but states also need to be careful not to undermine the importance of feedback for all.

5. **Training is a huge undertaking.**
Looking across the United States, regardless of whether evaluations are now using student growth and achievement measures in a significant way, the majority of states recognize that evaluator training is needed. But fewer are implementing practices that could help ensure the quality of the training evaluators receive (as well as observers, who may not be the assigners of final ratings but who are conducting a critical component of teacher evaluations). For example, just 13 states and DCPS require a certification process for their evaluators, and only **Indiana**, **New Mexico**, **New York** and **DCPS** require evaluators to be identified as effective teachers. To be successful in transforming

Figure 19. State requirements for evaluators

STATE	State requires... Multiple evaluators and/or observers	Evaluator training	Evaluators to be effective teachers	Evaluator certification
Alabama				
Alaska		✓		
Arizona		✓		
Arkansas		✓		✓
California				
Colorado		✓		
Connecticut		✓		
Delaware		✓		✓
DCPS	✓	✓	✓	✓
Florida		✓		
Georgia		✓		✓
Hawaii				✓
Illinois		✓		✓
Indiana		✓	✓	
Iowa	✓	✓		✓
Kansas				
Kentucky		✓		
Louisiana		✓		✓
Maine		✓		
Maryland	✓[1]	✓		✓
Massachusetts		✓		
Michigan		✓		
Minnesota		✓		
Mississippi	✓[2]	✓		
Missouri		✓		
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey	✓	✓		✓
New Mexico	✓[2]	✓	✓	✓
New York		✓	✓	
North Carolina	✓	✓		
North Dakota				
Ohio	✓[2]			
Oklahoma		✓		✓
Oregon				
Pennsylvania		✓		
Rhode Island		✓		
South Carolina	✓	✓		
South Dakota				
Tennessee		✓		✓
Texas				
Utah				
Vermont		✓		
Virginia		✓		
Washington		✓		
West Virginia		✓		
Wisconsin		✓		✓
Wyoming				
TOTAL	5	35	4	14

1 For teachers with ineffective ratings.
2 Explicitly allowed but not required.

evaluation systems, states need to implement safeguards to help ensure that training is high quality, reinforcing observation practices and evaluation feedback focused on improving classroom practice in ways that will have an impact on student outcomes.

6. **Use multiple evaluators or observers where possible.**
   The Gates Foundation MET study found having multiple evaluators to be important for high-quality evaluations of teacher effectiveness. NCTQ identified just four states and DCPS that require multiple evaluators or classroom observers. There is no question that, for most states and districts, this proposition poses serious capacity and logistical challenges. But trying to incorporate the strategy needn't be an all or nothing proposition. Using multiple observers on even 10 or 20 percent of teachers in a state or district would still be a valuable tool for ensuring inter-rater reliability and improving the quality of evaluations.

7. **Surveys have emerged as an important source of data and feedback on teacher performance.**
   More states are moving toward the use of surveys — of peers, parents and students — as part of teacher evaluations. In fact, 17 states now require or allow their use. As the Gates Foundation MET project has found, student surveys can be sensitive instruments for gaining a richer picture of teacher effectiveness in the classroom. But because survey instruments are sensitive to question wording and presentation, it is important for states and districts not to underestimate what it takes to design a high-quality instrument and adopt validated instruments or get expert help writing, testing and implementing surveys.

Figure 20. An Example of a Student Survey (Tripod)

	Strongly agree	Agree	Disagree	Strongly disagree
1. My teacher in this class makes me feel that s/he really cares about me.	☐	☐	☐	☐
2. My teacher really tries to understand how students feel about things.	☐	☐	☐	☐
3. Students in this class treat the teacher with respect.	☐	☐	☐	☐
4. Our class stays busy and doesn't waste time.	☐	☐	☐	☐
5. My teacher has several good ways to explain each topic that we cover in this class.	☐	☐	☐	☐
6. My teacher explains difficult things clearly.	☐	☐	☐	☐
7. In this class, we learn a lot almost every day.	☐	☐	☐	☐
8. In this class, we learn to correct our mistakes.	☐	☐	☐	☐
9. My teacher makes lessons interesting.	☐	☐	☐	☐
10. I like the ways we learn in this class.	☐	☐	☐	☐
11. Students speak up and share their ideas about class work.	☐	☐	☐	☐
12. My teacher respects my ideas and suggestions.	☐	☐	☐	☐
13. My teacher checks to make sure we understand what s/he is teaching us.	☐	☐	☐	☐
14. The comments that I get on my work in this class help me understand how to improve.	☐	☐	☐	☐

8. Good measures make good evaluations.

Strong evaluation measures will make or break new teacher evaluation systems. As already discussed, alignment with the Common Core or other college- and career-ready standards is important. But the specific measures need to be evaluated as well. For example, if observation rubrics are too detailed and try to capture too much, there is a danger that they can become unworkable instruments for differentiating teacher performance. Observation rubrics should only include indicators that are observable. And they must prioritize instruction and student learning.

Other measures such as student learning objectives (SLOs), which have become an increasingly adopted method for the development of individualized student performance goals to be included in teacher evaluations, can be an asset or a liability. Originally a focus for developing student growth and achievement indicators for nontested grades and subjects, some states, like **Georgia**, are using SLOs for all teachers. The lesson to be learned on SLOs is that these measures can be strong or weak. States have a responsibility to make sure measures are meaningful by providing strong examples, requiring oversight, holding principals and districts accountable for the quality of performance indicators and making sure SLOs are correlated with achievement. As part of a set of multiple measures, SLOs may be useful, but to be done well, states must recognize that they are labor intensive.

9. States must use caution when including schoolwide measures of growth in individual teacher evaluations.

While states may see a place for collective responsibility for school performance in teacher evaluations, it cannot be a substitute for individual measures of performance applied only to those teachers without direct classroom measures. Assessment is simply an integral part of instruction. While all teachers may not have standardized, comparable student assessments on which student growth measures can be developed, all teachers should have examples of appropriate assessments that measure the progress of students in their classrooms.

The drive to identify or develop comparable measures for teachers regardless of grade or subject taught is understandable, but the more important emphasis ought to be on fair and valid measures. Measurement that varies by type of teacher — music

Figure 21. Use of surveys in teacher evaluations

STATE	Kind of survey: Students	Parents	Peers	Type Unspecified
Alabama				
Alaska	✓	✓	✓	
Arizona				✓[1]
Arkansas				
California				
Colorado	✓[1]	✓[1]	✓[1]	
Connecticut[2]	✓	✓	✓	
Delaware				
DC				
Florida				
Georgia	✓			
Hawaii	✓			
Idaho				
Illinois				
Indiana				
Iowa	✓	✓	✓	
Kansas				
Kentucky		✓		
Louisiana				
Maine			✓[1]	
Maryland				
Massachusetts	✓			
Michigan				
Minnesota				
Mississippi	✓[1]			
Missouri	✓[1]	✓[1]	✓[1]	
Montana				
Nebraska		✓[1]		
Nevada				
New Hampshire				
New Jersey				
New Mexico	✓[1]	✓[1]		
New York	✓	✓		
North Carolina				
North Dakota				
Ohio				
Oklahoma				✓
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah	✓	✓		
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				
TOTAL	8	6	3	1

1 Explicitly allowed but not required.

2 Requires parent or peer surveys; whole-school student learning or student surveys.

versus biology, or social studies versus vocational education — is a kind of "inconsistency" that we cannot only live with, but that also is appropriate in evaluating teachers and certainly is more appropriate than substituting schoolwide measures for teachers where rigorous and appropriate (if not comparable) classroom measures are available.

10. Nontested grades and subjects cannot be an afterthought.

In most states, a majority of teachers fall into this category, but only 19 of the 36 jurisdictions with the most ambitious evaluation designs explicitly address how to measure student growth and achievement in nontested grades and subjects.

As some states design more explicit policies for nontested grades and subjects, it is important to ensure that there aren't lower standards for teachers in these grades and subjects. Some states have established wholly different algorithms so that, for example, the student achievement component counts for 40-50 percent of the rating for teachers of tested grades and subjects and counts as little as 15 percent for everyone else.

Having student achievement count for less for some teachers seems wrongheaded. States and districts must address the more important issue: Assessment is critical for all teachers of all subjects and all grades. Where standardized measures are not available, student achievement matters just as much. Good assessment measures that inform student progress and teacher performance ought to be identified and count the same way such measures could for teachers in grades and subjects with standardized tests. While it is not at all unreasonable that states may make adjustments to component weights as systems mature, treating teachers differently does not seem to be a recipe for teacher satisfaction and trust in the results.

11. States must develop data systems with the capacity to provide evidence of teacher effectiveness.

In order for states to require teacher evaluations based in significant part on student outcomes, they must have the data systems to support such requirements. States and districts need to have assigned unique student identifiers that connect student data across key databases across years, as well as unique teacher identifiers that enable states and districts to match individual teacher records with individual student records. To ensure that data provided through the state data system are actionable and reliable, states must have a clear definition of "teacher of record" and require its consistent use state- and district-wide. States and districts also must have in place a process for roster verification. Data provided through the state's longitudinal data system also should be used to publicly report information on teacher performance at the state, district and school levels.

12. Avoid the "too-many-multiple-measures" trap.

In many ways, those working toward improving teacher evaluations have gotten a bad rap. In the court of public opinion, there prevails a sense that high-stakes decisions about teachers are being made in haste based on single standardized test scores. Our analysis clearly demonstrates that this perception is wrong.

States simply are not designing evaluations dependent on a small number of measures such as standardized test scores alone. Many still have inadequate specifications about how growth should be measured; 45 states require teacher observations, and 25 of those require multiple observations. Twenty-eight states require multiple measures of student achievement (not just standardized test scores). In addition, states are increasingly incorporating measures such as surveys of students. But while it is fair enough to demand multiple measures, we also think states need to beware of including too many measures in teacher evaluations to satisfy this criticism. Some states are designing evaluations that include teacher self-evaluation, student and parent input, peer and supervisor observations, student achievement data at the classroom and school level and some murky measures indicating evidence of professional growth. States need to require and implement measures that they can demonstrate correlate with student achievement and not allow teacher evaluation to become a watered-down process.

13. What's in a name?

It may not seem important, but the names of the categories for rating teachers and differentiating teacher performance must be appropriate and accurate. We take issue with labels such as "minimally effective" and "developing." Minimally effective sounds like a variation on "effective," although it seems clear that it is used to indicate a less-than-effective rating. Similarly, except for probationary teachers in their first few years of teaching, "developing" is also not an appropriate label for teachers who are not rated effective. In the same way, states should define and reserve their highest categories for truly exceptional teachers, not just effective ones. In terms of staffing and other personnel decisions, it is critically important that we differentiate our true superstars. When designing evaluations of effectiveness, precision of language around defining performance categories is a must.

14. States must address the ongoing challenge of evaluating special education teachers.

Special education cannot be an afterthought in teacher evaluation, and states must ensure that all measures — growth measures, observation rubrics and surveys — are fair to special education teachers. Most special education students are expected to meet the same high expectations as typical students, and we are certainly not advocating for lower standards. But states must carefully analyze instruments and results to make sure special education teachers are getting a fair deal. Some required instruments may be inappropriate and unworkable for evaluation and observation in special education classrooms. For example, an observation rubric heavily rooted in student behaviors and reactions may be an inaccurate measure of instruction for teachers of autistic children.

15. Leadership is key, regardless of policy on the books.

We've highlighted in this paper those states that have spelled out ambitious state policies for teacher evaluation. The vast majority of states are promising to implement stronger teacher evaluation systems, many as part of promises made in exchange for waivers of federal education law. But if changes will be made and sustained, it won't be based on waiver proposals. State policy is critical. Leaders must make teacher evaluation a priority.

Regardless of laws and regulations on the books, the strongest states are those providing effective state models for statewide or district adoption. State models send an important message about expectations for teacher evaluation, even if those expectations are not explicit in regulations. Further, if states lack the direct oversight authority to disapprove inappropriate or inadequate local models, they can still play an important role in shining a light on strong and weak practice.

Figure 22. Teacher evaluation categories

STATE	Number of categories	Name of evaluation categories
Alabama		
Alaska	4	Exemplary, proficient, basic, and unsatisfactory
Arizona	4	Highly effective, effective, developing and ineffective
Arkansas	4	Distinguished, proficient, basic and unsatisfactory
California		
Colorado	4	Highly effective, effective, partially effective and ineffective
Connecticut	4	Exemplary, proficient, developing and below standard
Delaware	4	Highly effective, effective, needs improvement and ineffective
DCPS	4	Highly effective, effective, minimally effective and ineffective
Florida	4	Highly effective, effective, needs improvement (or for new teachers who need improvement, developing), and unsatisfactory
Georgia	4	Exemplary, proficient, needs development and ineffective
Hawaii	4	Highly effective, effective, marginal and unsatisfactory
Idaho		
Illinois	4	Excellent, proficient, needs improvement and unsatisfactory
Indiana	4	Highly effective, effective, improvement necessary and ineffective
Iowa	4	Highly effective, effective, minimally effective and ineffective
Kansas	3	
Kentucky	3	
Louisiana	4	Highly effective/effective, proficient/effective, emerging and ineffective
Maine	4	Highly effective, effective, partially effective and ineffective
Maryland	3	Highly effective, effective and ineffective
Massachusetts	4	Exemplary, proficient, needs improvement and unsatisfactory
Michigan	4	Highly effective, effective, minimally effective and ineffective
Minnesota	At least 3	
Mississippi	4	Distinguished, effective, emerging and unsatisfactory
Missouri	At least 3	
Montana		
Nebraska		
Nevada	4	Highly effective, effective, minimally effective and ineffective
New Hampshire		
New Jersey	4	Highly effective, effective, partially effective and ineffective
New Mexico	5	Exemplary, meets competency; highly effective, meets competency; effective, meets competency; minimally effective, does not meet competency; and ineffective, does not meet competency
New York	4	Highly effective, effective, developing and ineffective
North Carolina	3	Highly effective, effective and in need of improvement
North Dakota		
Ohio	4	Accomplished, skilled, developing and ineffective
Oklahoma	5	Superior, highly effective, effective, needs improvement and ineffective
Oregon	4	Level 4 (highest) to Level 1 (lowest)
Pennsylvania	4	Distinguished, proficient, needs improvement and failing
Rhode Island	4	Highly effective, effective, developing and ineffective
South Carolina	At least 3	
South Dakota	3	
Tennessee	5	Significantly above expectations, above expectations, at expectations, below expectations and significantly below expectations
Texas	4	Exceeds expectations, proficient, below expectations and unsatisfactory
Utah	4	
Vermont		
Virginia	4	Exemplary, proficient, developing/needs improvement and unacceptable
Washington	4	Unsatisfactory, basic, proficient and distinguished
West Virginia	4	Distinguished, accomplished, emerging and unsatisfactory
Wisconsin	4	Distinguished, proficient, basic and unsatisfactory
Wyoming	4	Highly effective performance, effective performance, performance in need of improvement and ineffective performance

Conclusion:

Stay the Course

State policies for teacher effectiveness, the implementation of the Common Core, as well as transition to new college- and career-ready assessments, have almost every state in the country in flux. The transition has generated much controversy about suspending state tests, accountability systems and teacher evaluation systems. But we maintain that sitting back and waiting won't help states. The "perfect" system doesn't exist, and there will be tradeoffs in evaluation design at every fork in the road.

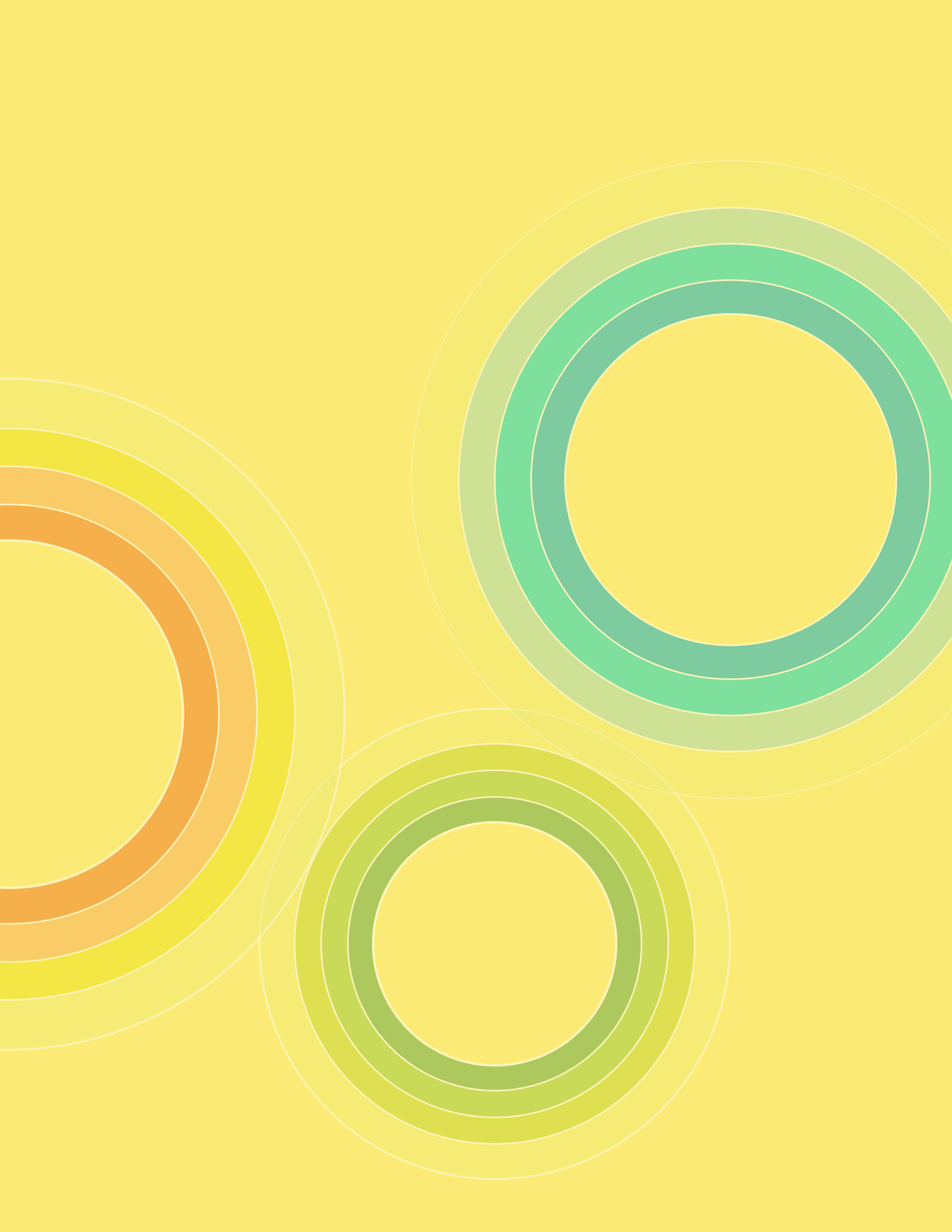
States should stay the course. They need to be willing and able to adjust teacher evaluations in a time of transition to new standards and assessments and emerging best practice, but there is no need to make preemptive decisions to quit — even temporarily — based on assumptions about such transitions going poorly.

States also need checks and balances. We are at the beginning of a new policy era about which there is still much to learn. In light of that, states should implement checks to ensure that their evaluation systems are fair and reliable. States must analyze and study these issues regularly and systematically. In particular, states should examine the patterns of performance by subject, by measure, by school and by types of teacher (e.g., special education, ELL teachers) to look for potential red flags for biases in the results. Building in validity checks across subjects and across types of measures will strengthen state and district efforts and increase confidence in and legitimacy of the systems.

Finally, states must stay nimble. Every state's teacher evaluation system is going to require adjustment, and states will need the flexibility and opportunity to make necessary mid-course corrections as we all continue to learn more through research and implementation about effective evaluation practices. Fine tuning via legislation is a tough road. States should leave themselves avenues — preferably through regulation — to make adjustments. There is always the risk that state departments and boards of education will, under pressure, water down legislated requirements during the regulation-making process. But there are as many examples of states' use of regulations to rigorously define vague and general evaluation requirements and strengthen teacher evaluation designs.

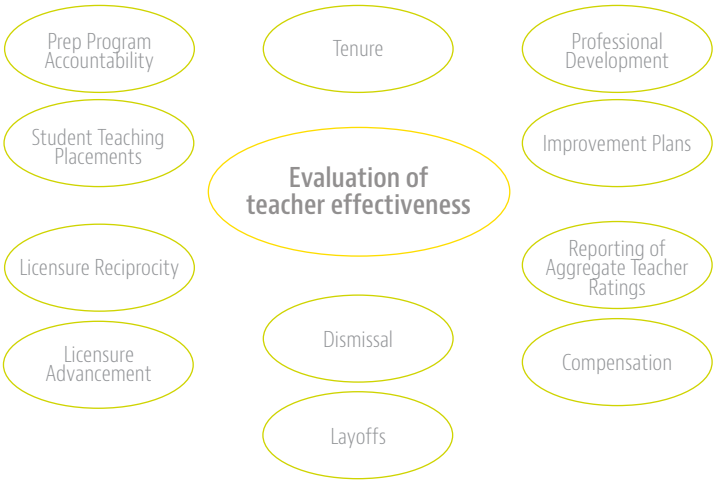
Most importantly, it is essential that states resist taking a lock-step approach to evaluation policy. States and districts must ensure that evaluation systems are flexible enough to take advantage of what we continue to learn about best practices in assessing teacher effectiveness. States need to build in the ability to modify evaluations as they transition to new tests, new curricula and new academic standards. There also must be processes built in for making exceptions.

We must not forget, in all the complicated intricacies of designing evaluations of teacher effectiveness, that appraising performance is an activity that involves professional judgment. Teacher effectiveness policies are not about enslaving ourselves in arbitrary ways to testing systems and quantifiable data sets that prohibit reasoned judgment; rather, these policies are meant to improve the practice of every teacher in every classroom so that all students have the opportunity to reach their highest potential and achieve their greatest dreams.



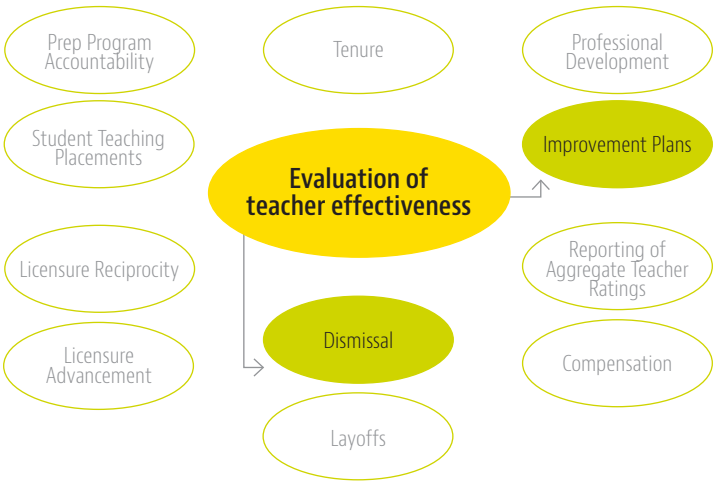
Appendix A:
State Summaries and Recommendations

Alabama



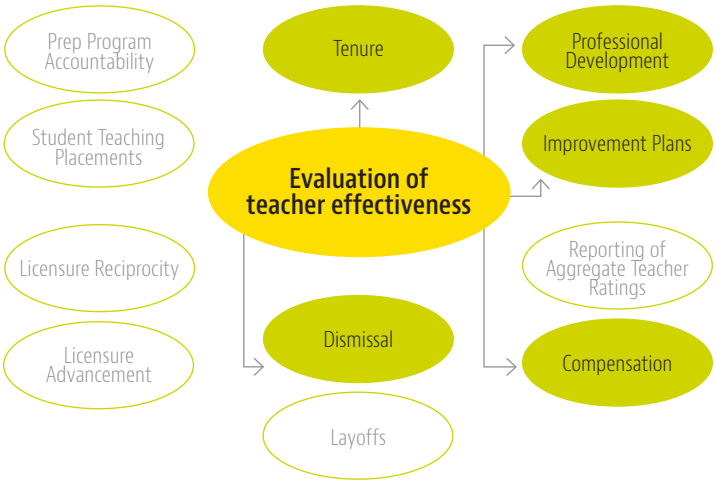
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Alaska



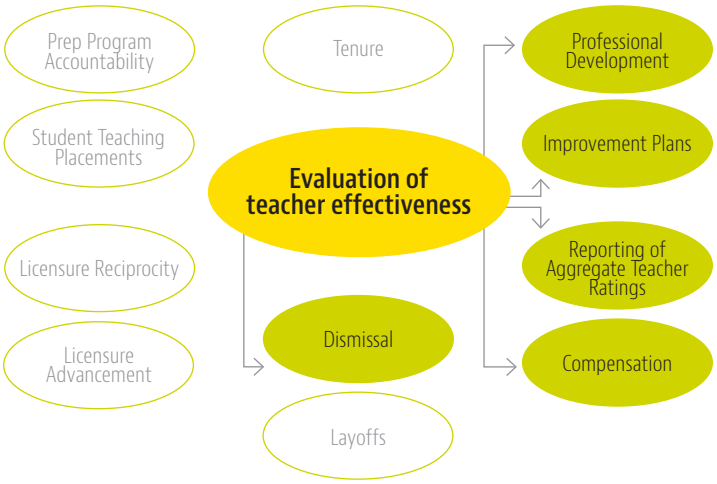
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Arizona



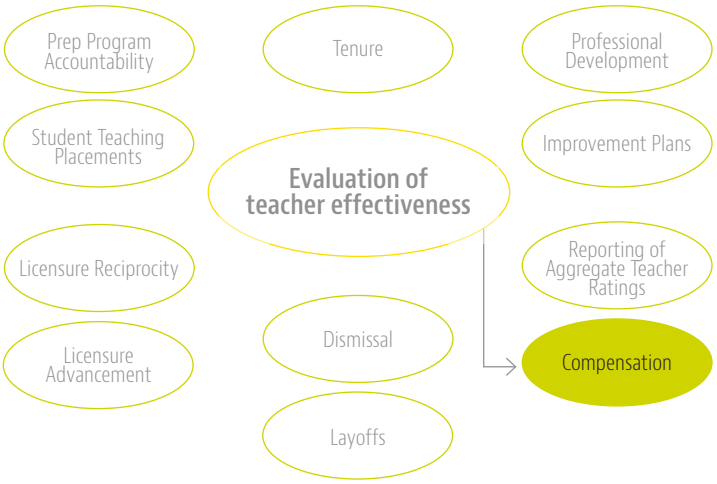
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance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

Arkansas



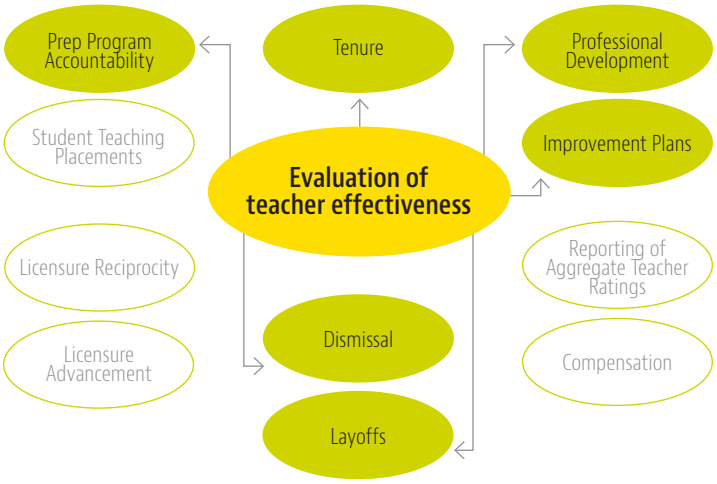
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Include evidence of effectiveness, in addition to the Praxis III, in decisions about license renewal.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

California



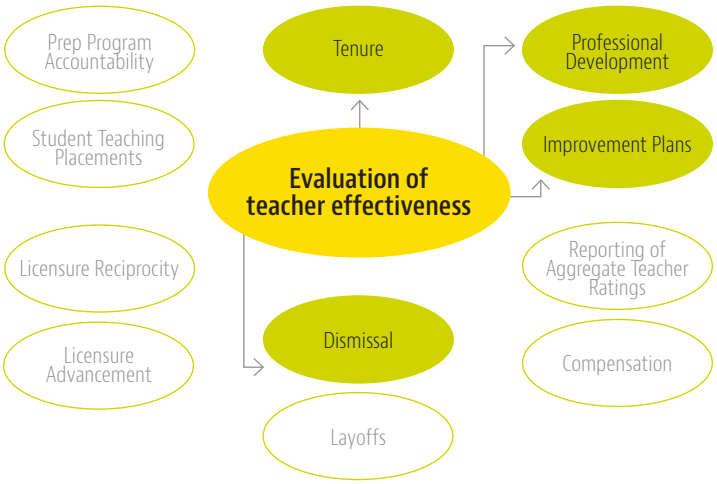
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Colorado



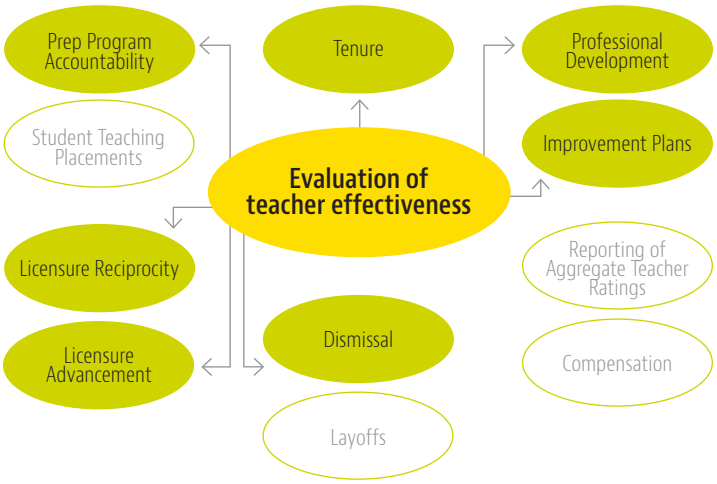
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**Yes**	

Connecticut



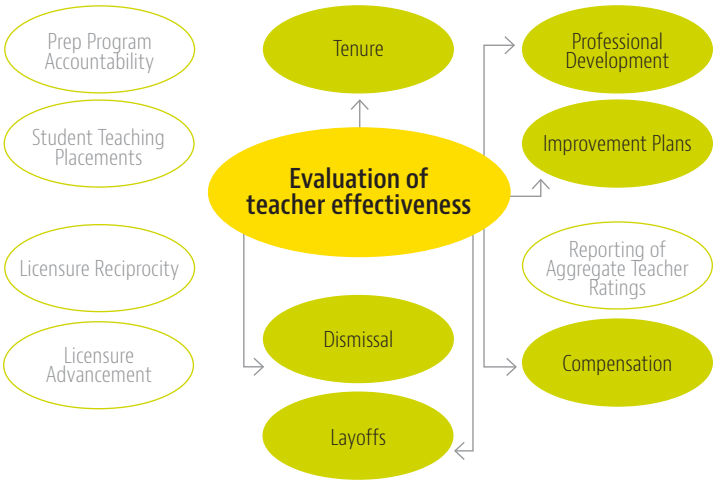
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance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

Delaware



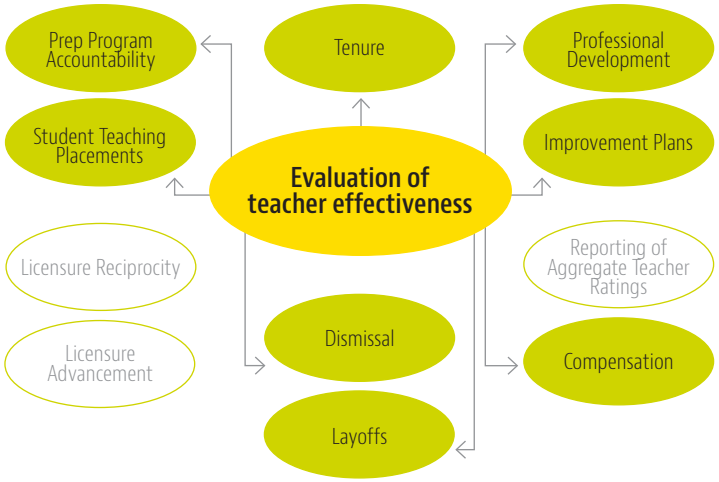
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**Yes**	
Licensure Reciprocity	**Yes**	
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**Yes**	

District of Columbia Public Schools



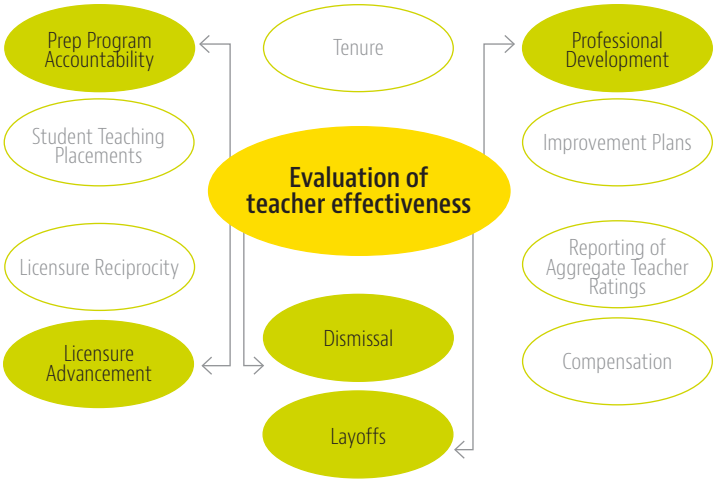
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Florida



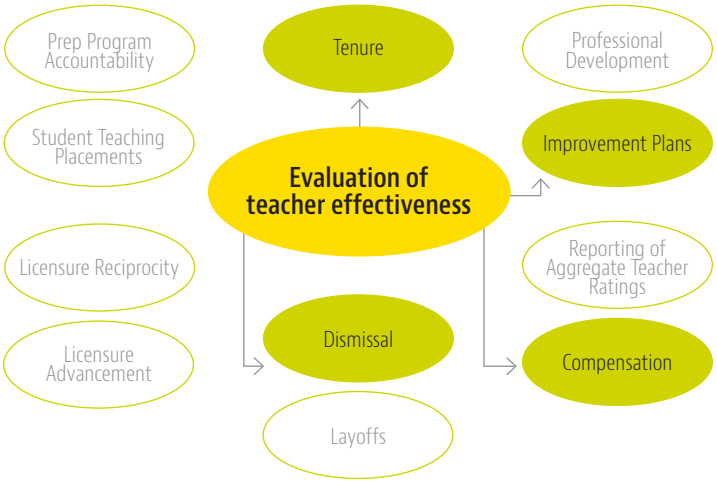
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**Yes**	
Prep Program Accountability	**Yes**	

Georgia



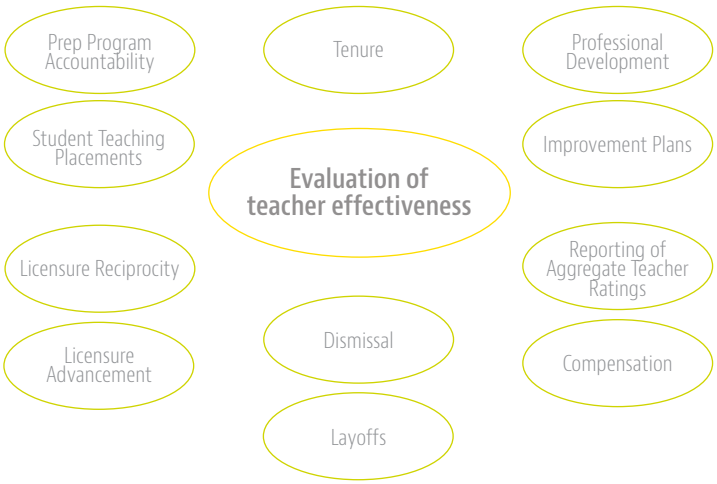
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**No**	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**Yes**	
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Utilize the teacher evaluation results, which provide evidence of effectiveness in the classroom, in the selection of effective cooperating teachers
Prep Program Accountability	**Yes**	

Hawaii



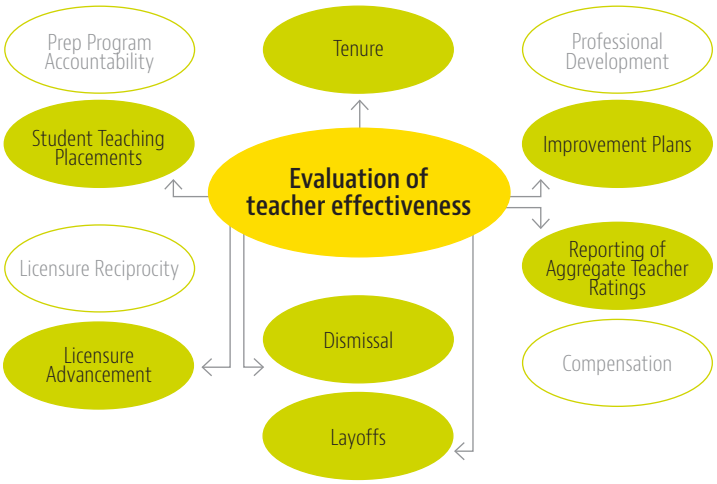
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Idaho



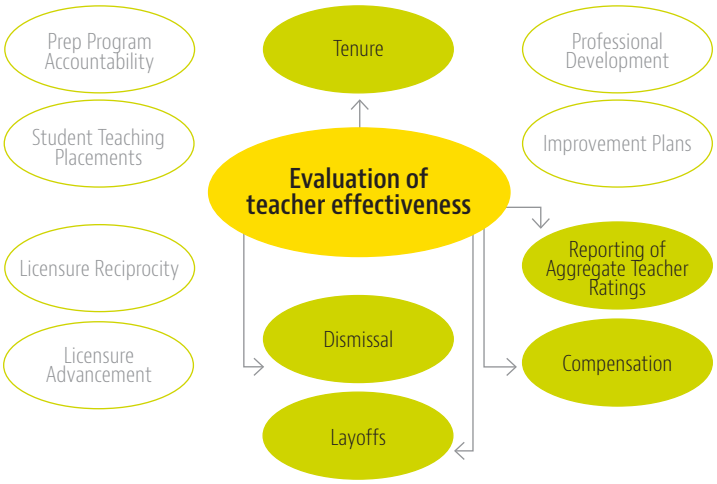
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Illinois



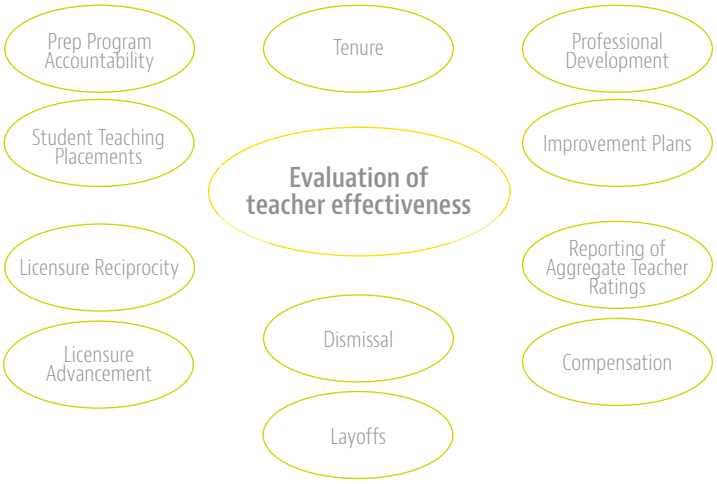
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**Yes**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses, in addition to the current policy which allows for license revocation of those with low ratings.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**Yes**	
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Indiana



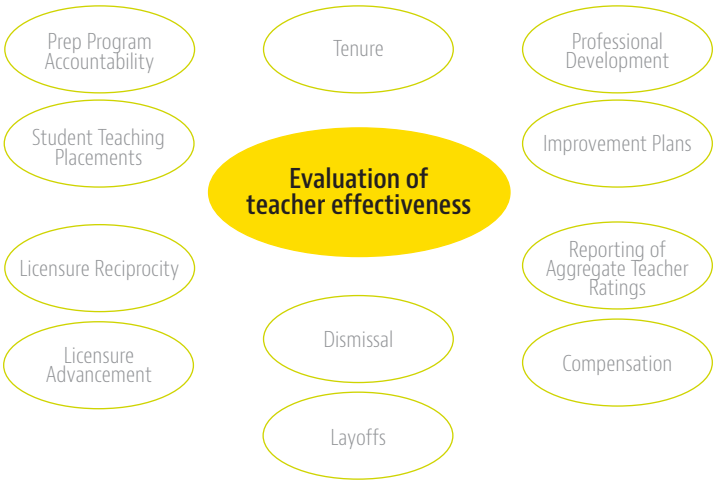
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**No**	Strengthen current policy by requiring that all teachers receive professional development that is aligned with their evaluation results, not just those with low ratings.
Improvement Plans	**No**	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Iowa



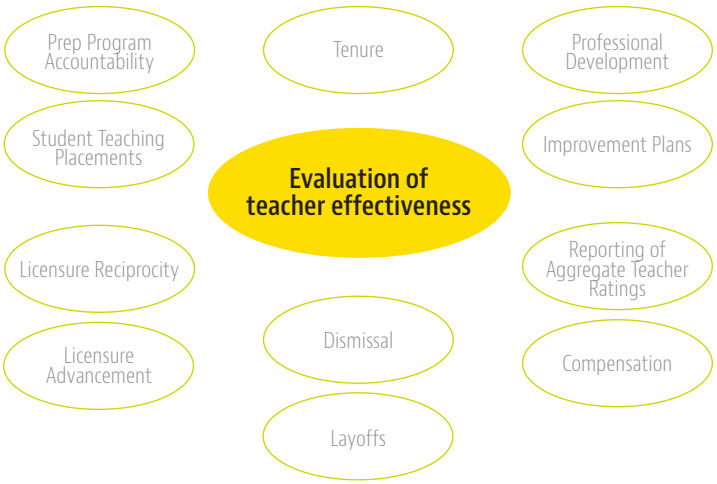
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Kansas



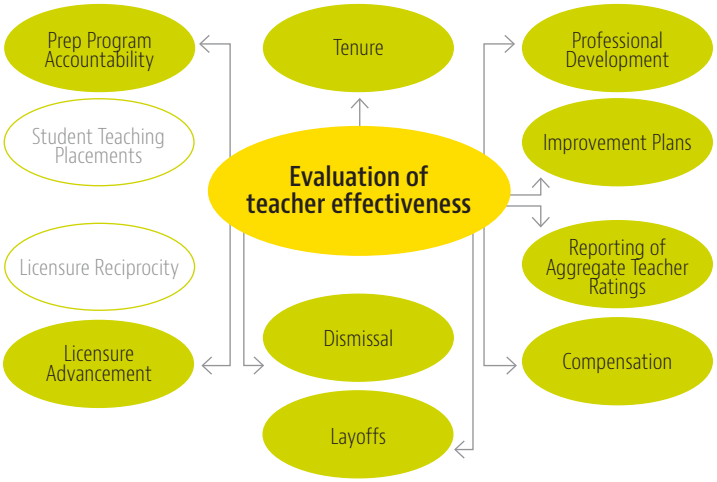
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize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

Kentucky



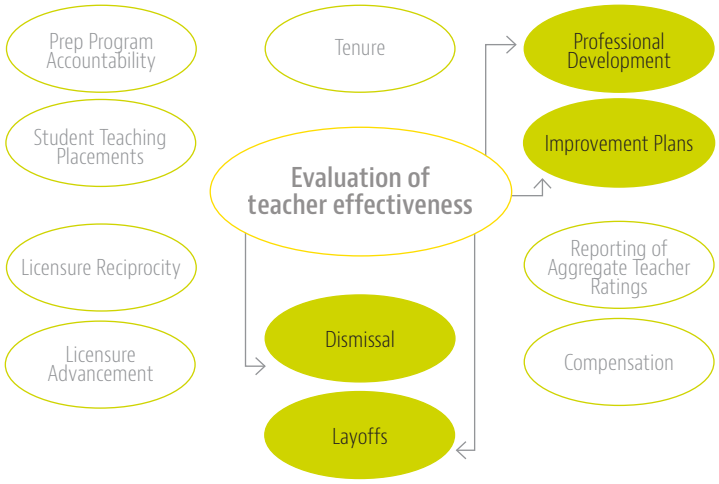
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Strengthen current policy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

Louisiana



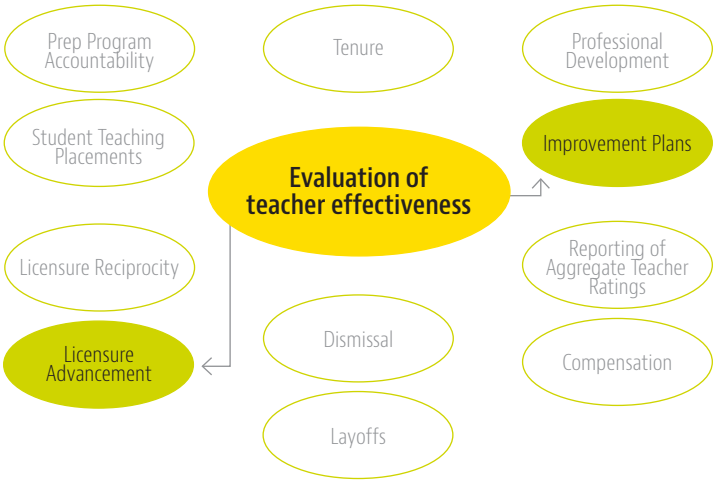
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**Yes**	
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**Yes**	

Maine



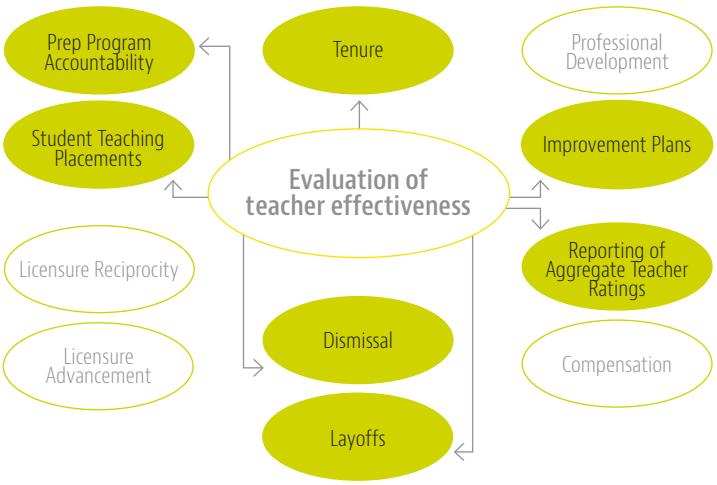
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Maryland



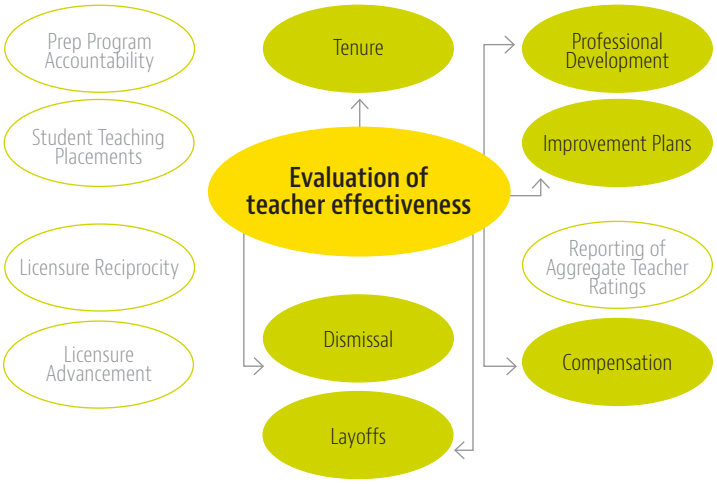
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize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

Massachusetts



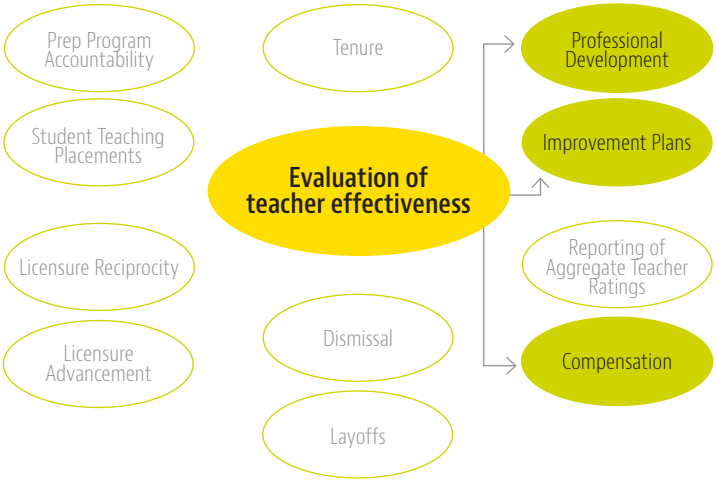
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	**Yes**	
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**Yes**	
Prep Program Accountability	**Yes**	

Michigan



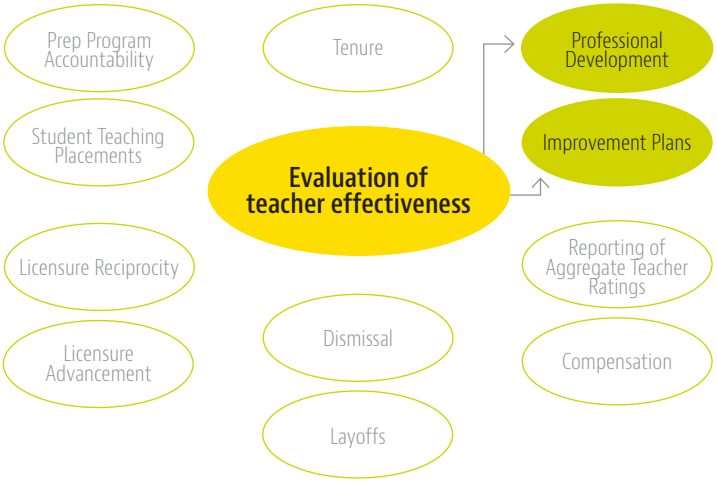
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew certificates or advance their licenses at all levels.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Minnesota



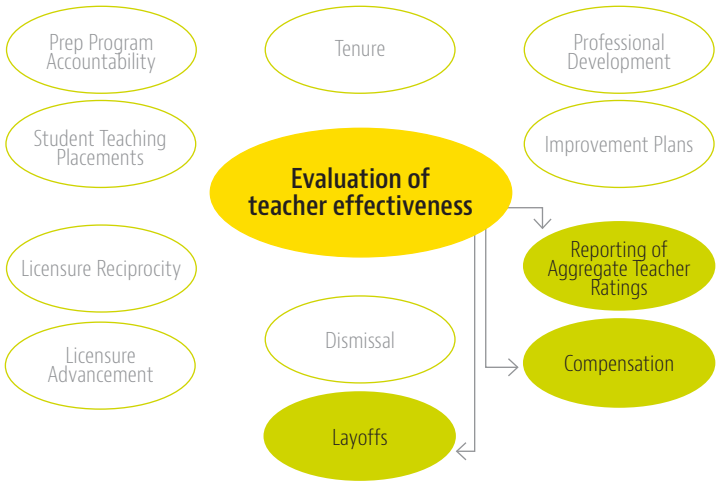
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**No**	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Mississippi



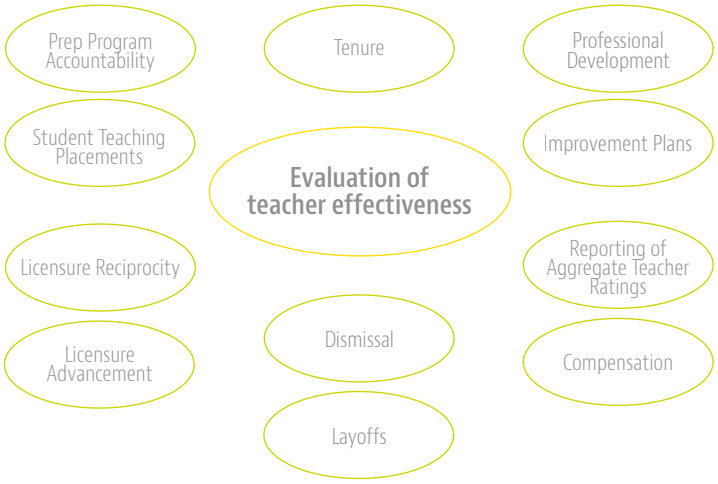
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**No**	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew certificates or advance their licenses at all levels.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Missouri



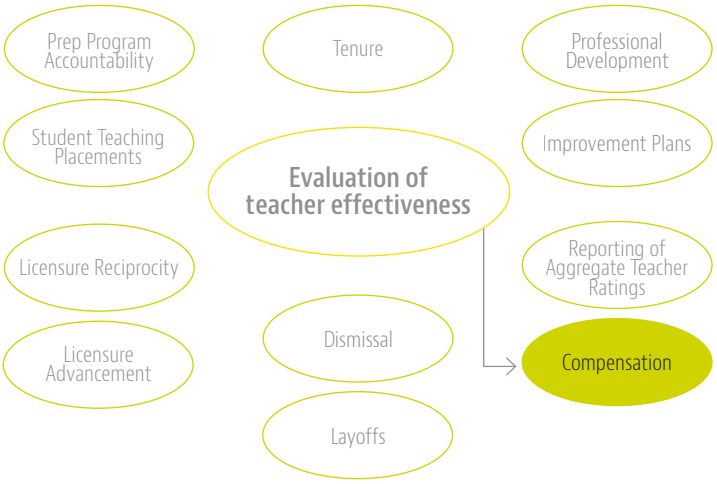
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**No**	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**Yes**	
Dismissal	**No**	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Montana



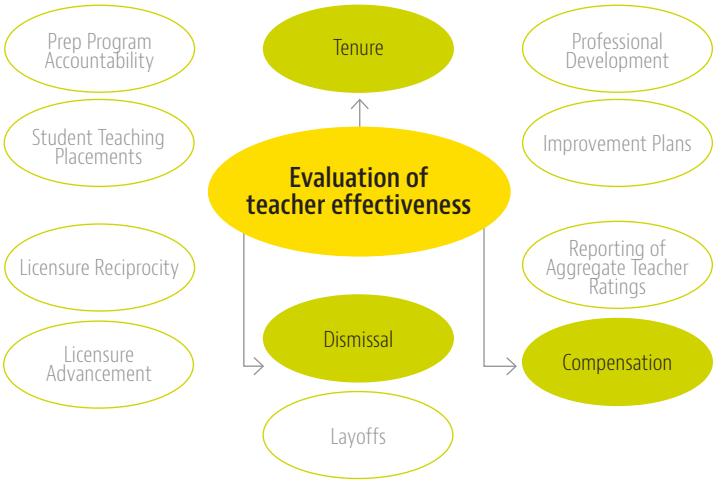
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Nebraska



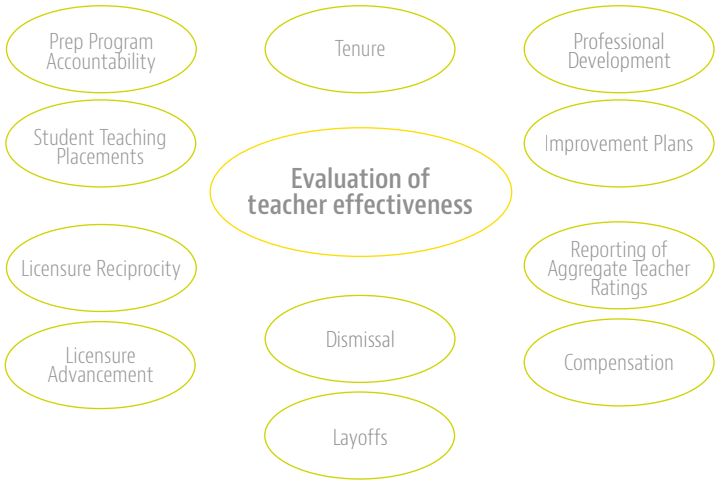
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Nevada



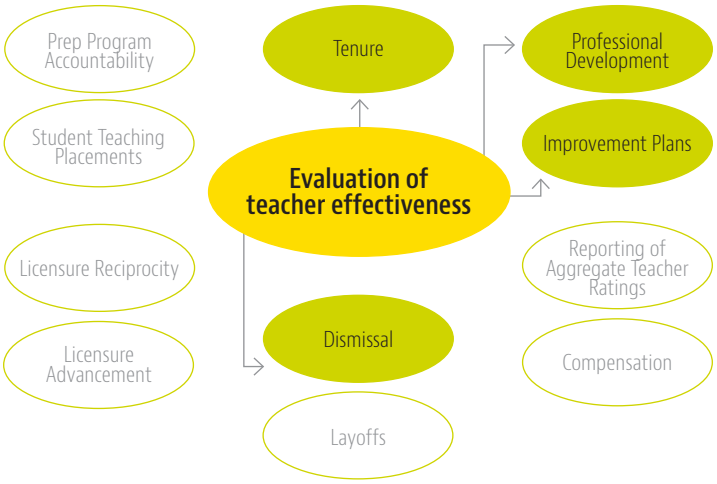
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**No**	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew certificates or advance their licenses at all levels.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

New Hampshire



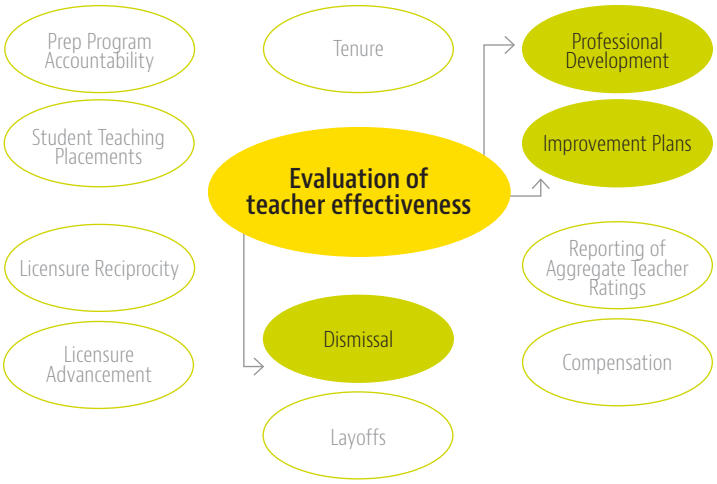
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

New Jersey



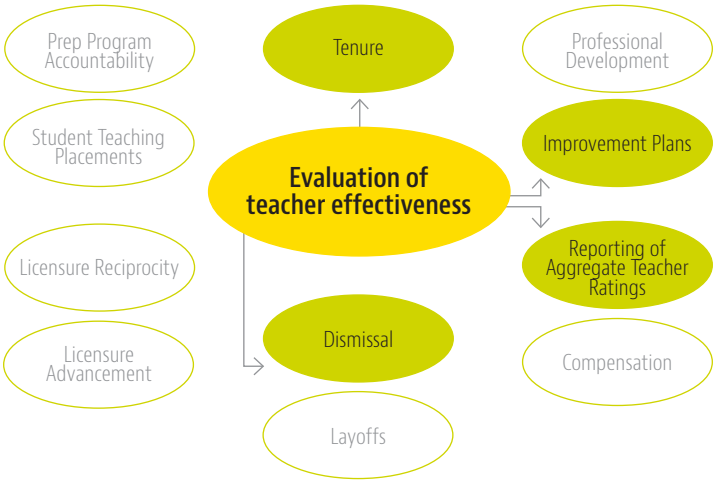
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance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

New Mexico



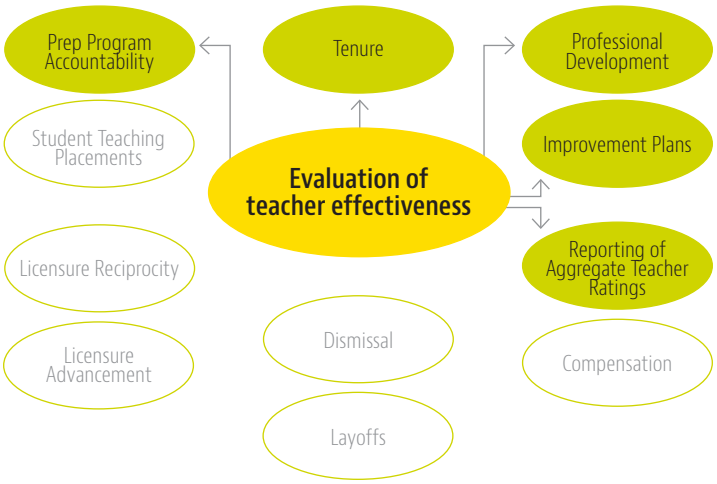
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Ensure that evidence of teacher effectiveness that determines whether teachers renew or advance their licenses is in the form of objective measures of student achievement.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

New York



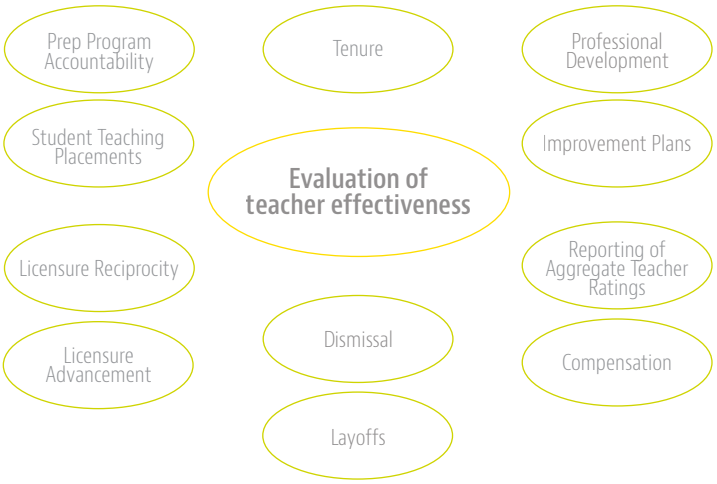
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

North Carolina



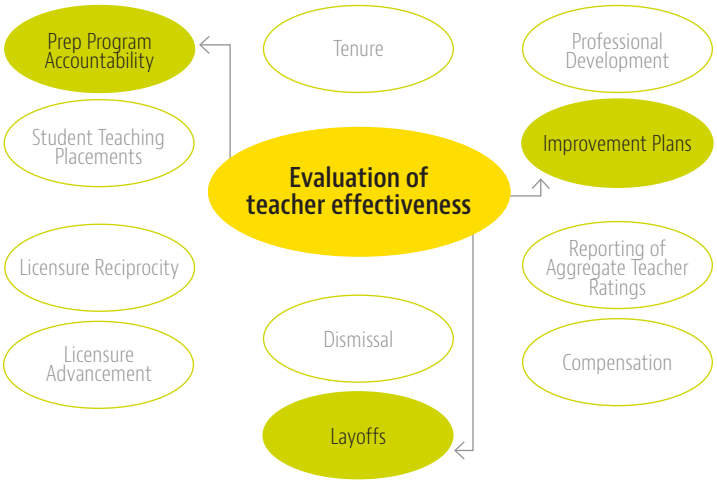
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	Ensure that evidence of effectiveness is used in determining which teachers are awarded continuing contracts.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**Yes**	
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**No**	Specify that classroom ineffectiveness – as measured by student learning – is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**Yes**	

North Dakota



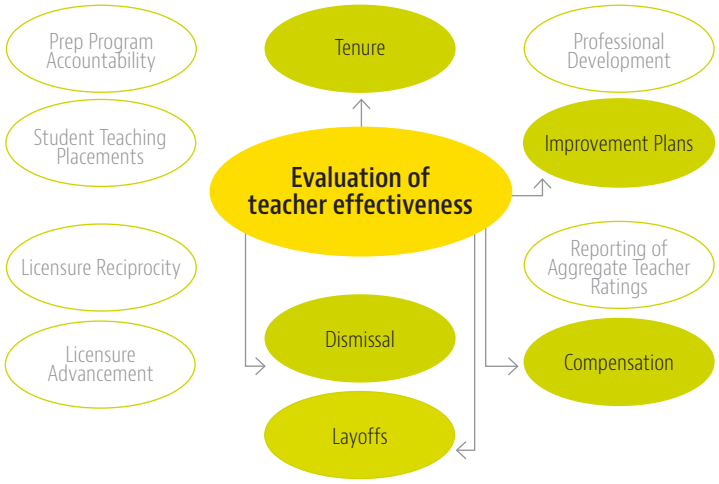
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Ohio



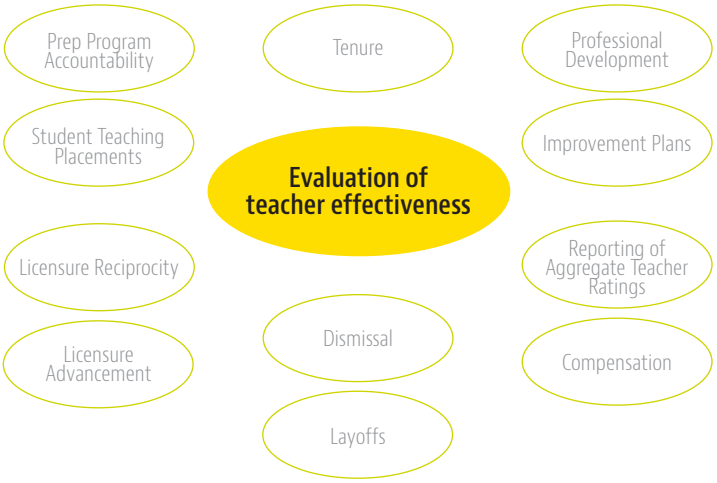
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**No**	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**Yes**	

Oklahoma



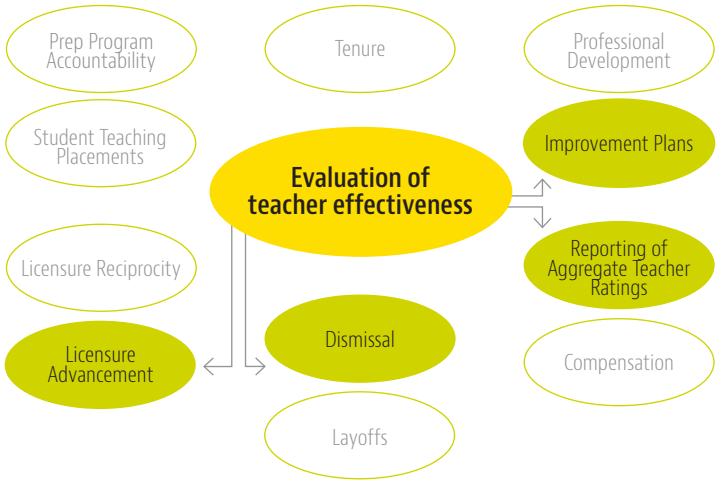
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Oregon



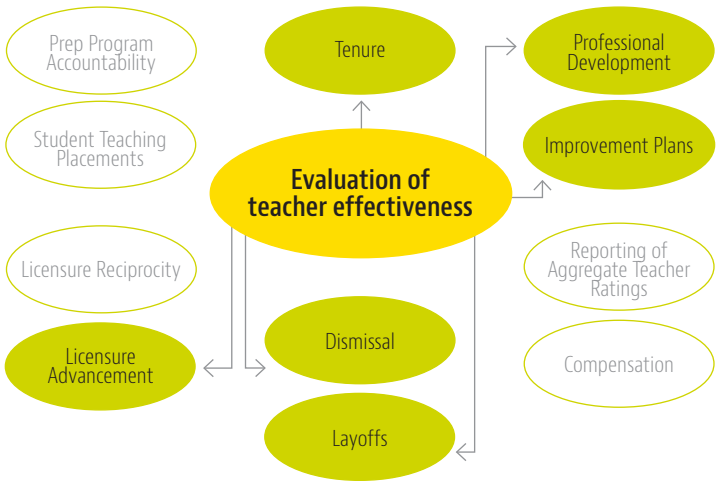
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize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

Pennsylvania



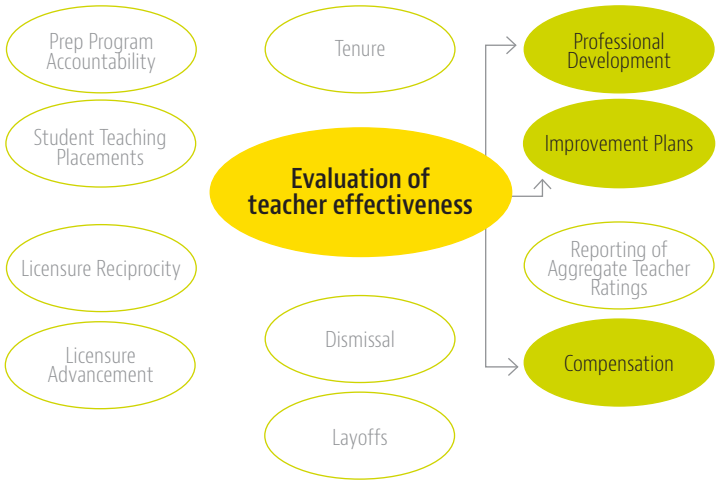
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize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

Rhode Island



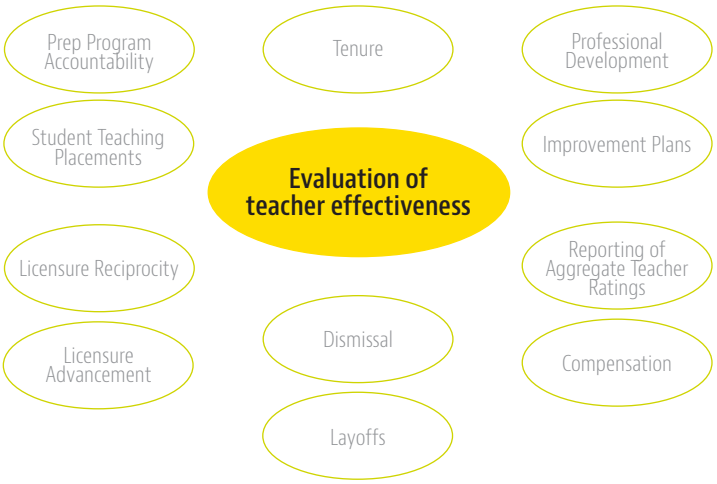
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**Yes**	
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

South Carolina



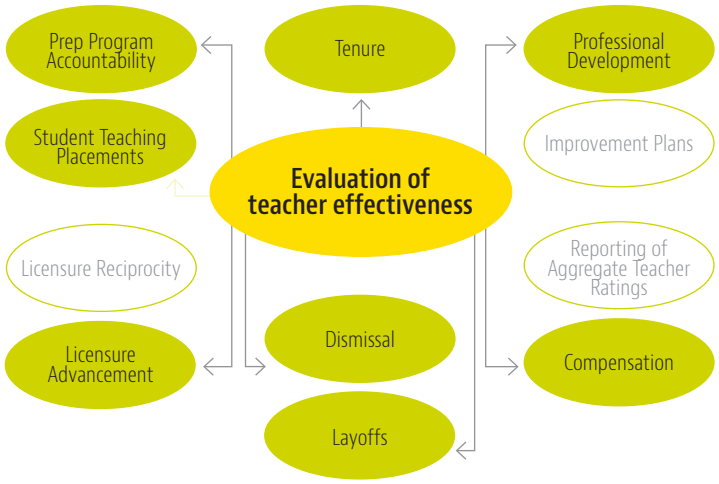
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**No**	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	**No**	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew certificates or advance their licenses at all levels.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

South Dakota



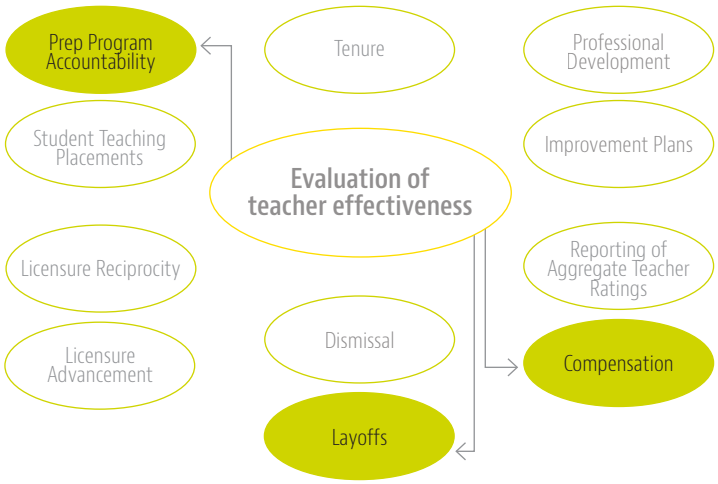
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**No**	Ensure that districts utilize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

Tennessee



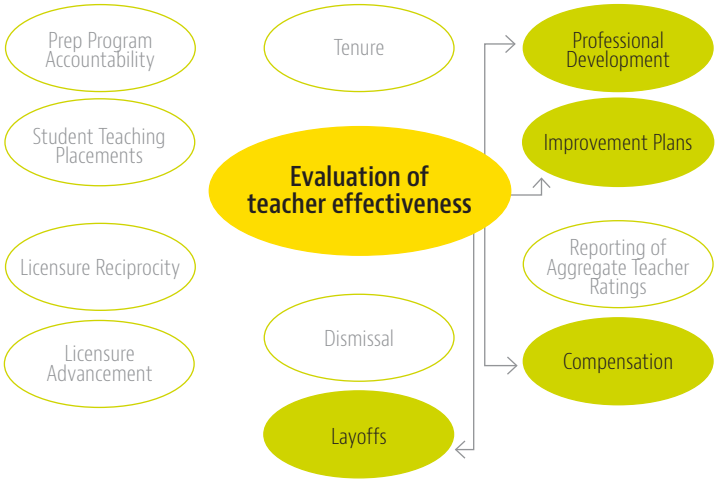
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**No**	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**Yes**	
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**Yes**	
Prep Program Accountability	**Yes**	

Texas



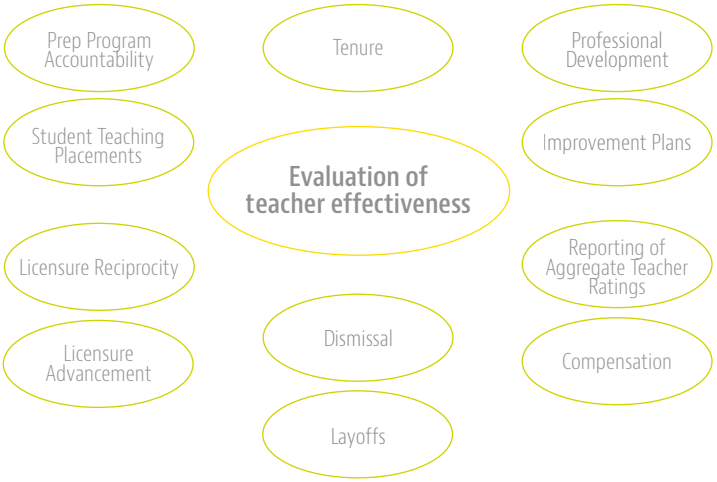
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Utah



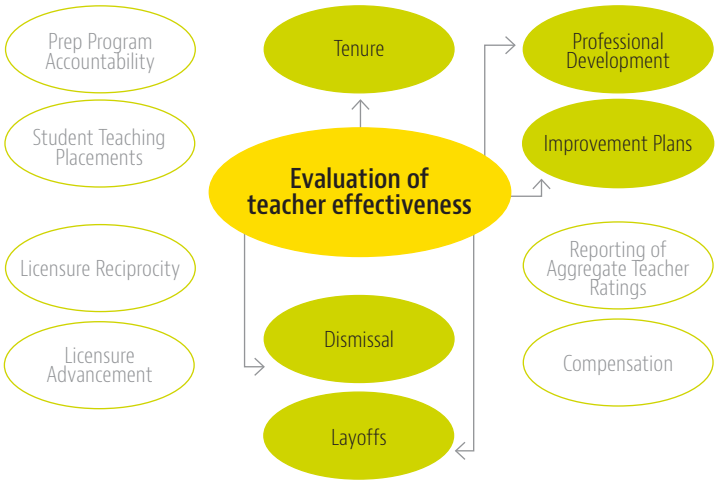
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**No**	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**Yes**	
Dismissal	**No**	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Vermont



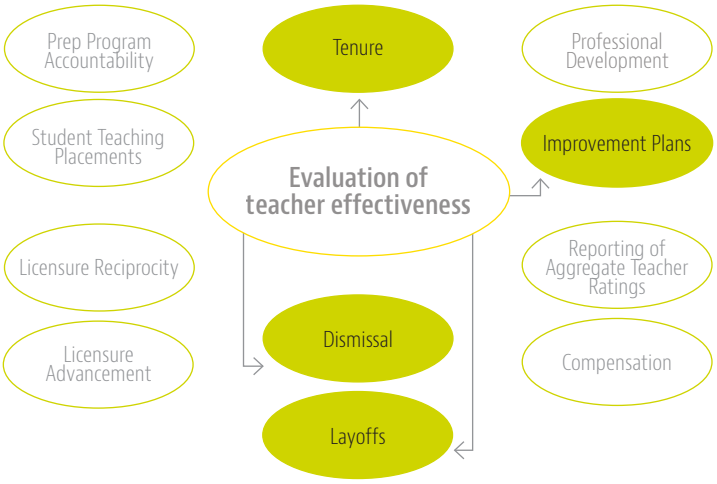
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Virginia



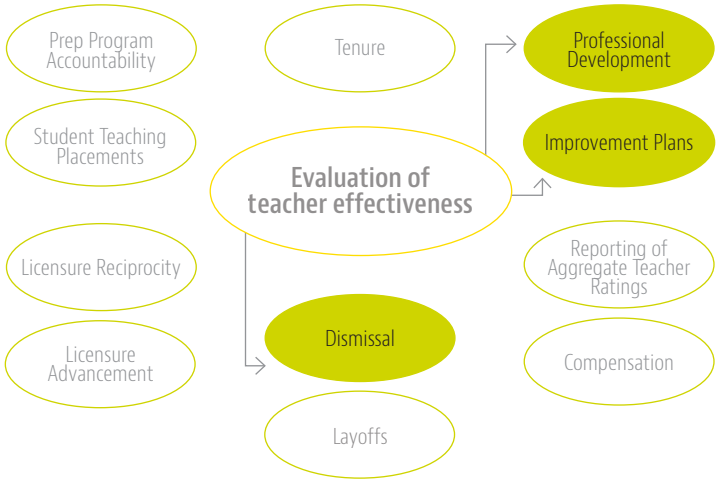
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	**Yes**	
Professional Development	**Yes**	
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

Washington



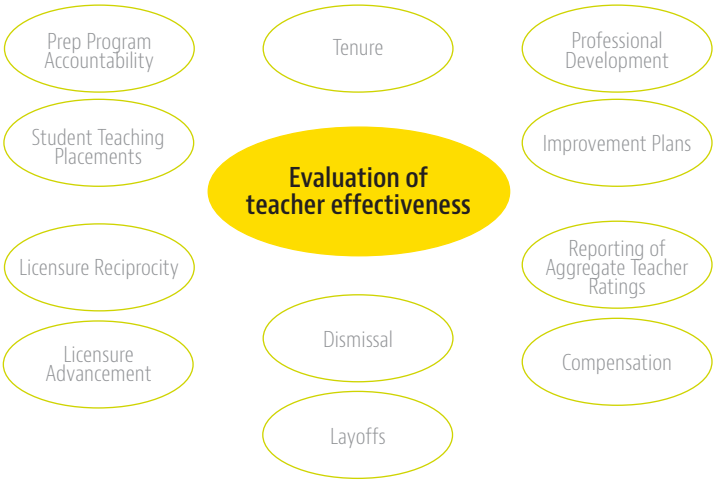
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	**Yes**	
Professional Development	**No**	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	**Yes**	
Public Reporting of Aggregate Teacher Ratings	**No**	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	**No**	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	**Yes**	
Layoffs	**Yes**	
Licensure Advancement	**No**	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	**No**	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	**No**	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	**No**	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

West Virginia



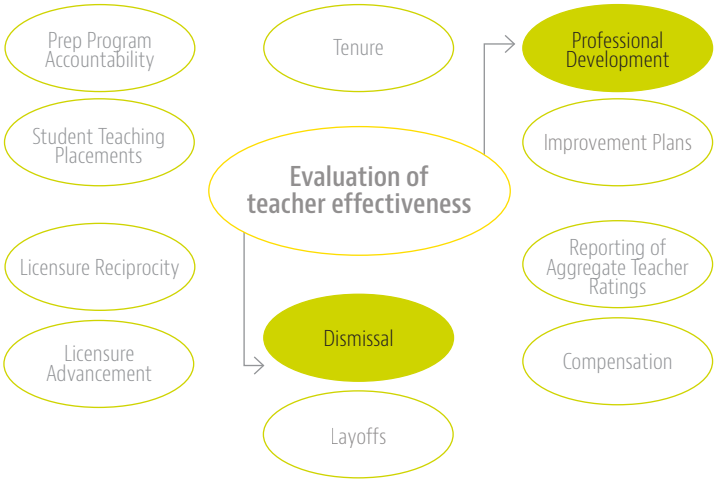
POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	**No**	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able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

Wisconsin



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

Wyoming



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

Appendix B:

A closer look at state policy in states where student growth is a significant or preponderant criterion

STATE	State policy for incorporating growth measures in teacher evaluations	Student achievement and growth carries explicit weight in teacher evaluation system	Student growth measures must include standardized state tests	State has explicit policy for nontested grades and subjects
Alaska	For 2015-16 and 2016-17, student growth data will comprise 20 percent of teacher evaluations, and for 2017-18, it will count for 35 percent. As of 2018-19, 50 percent of teacher evaluations will be based on student growth data.	✓	✓	
Arizona	For teachers with available classroom-level student achievement data—classroom data must account for between 33 and 50 percent of total outcome. School-level data is optional, but if used, cannot account for more than 17 percent, with combined classroom and school-level data not totaling more than 50 percent. For both tested and nontested content areas, external assessment measures—defined as measures of student achievement or growth that are administered, developed and scored by someone other than the teacher being evaluated—must be among the artifacts considered.	✓	✓	✓
Arkansas	The state articulates that evidence of student growth is a significant part of the evaluation system. The rules do not articulate the extent of this significance.		✓	✓
Colorado	Fifty percent of the overall performance evaluation rating must be determined by multiple measures of student academic growth.	✓	✓	✓
Connecticut	Forty-five percent of the evaluation must be based on attainment of between one and four goals and/or objectives for student growth. One half (22.5 percent) of these indicators must be based on standardized tests (or another standardized indicator for nontested grades and subjects). The other half (22.5 percent) may consist of, at most, one additional standardized indicator, or at least one nonstandardized indicator.	✓	✓	✓
Delaware	Teachers cannot be rated "effective" unless they have met growth targets. For tested grades and subjects, student achievement means scores on state assessments and other measures of student learning, provided they are rigorous and comparable across classrooms. For nontested grades and subjects, alternative measures of student learning and performance are used, such as student scores on pre-tests and end-of-course tests, student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.		✓	✓
DCPS	The IMPACT system, district-level policy implemented by DCPS, requires that a teacher's impact on students' achievement counts for 50 percent of the evaluation score.	✓	✓	✓
Florida	At least 50 percent of teacher evaluations must be based on data and indicators of student learning growth as measured by statewide assessments. The remaining portion must be based on factors identified in district-determined, state-approved evaluation-system plans. The student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least three years. If three years of data are not available, the percentage of the evaluation based on student learning growth may be reduced to not less than 40 percent.	✓	✓	✓
Georgia	By school year 2014-2015, Georgia requires teacher evaluations to use multiple measures, while prioritizing growth in student achievement. For teachers of record who teach courses subject to annual state assessments, growth in student achievement on such assessments must count for at least 50 percent of the evaluation.	✓	✓	✓
Hawaii	The state's new evaluation policy requires that 50 percent of a teacher's evaluation score be based on multiple measures of student growth as demonstrated by state assessment and student learning objectives.	✓	✓	✓
Illinois	By the 2016-2017 school year, student achievement must be a significant factor in teacher evaluations. Significant is defined as at least 30 percent of overall rating. Joint committees formed by districts must agree on student growth measures within 180 days or default to the state model, which requires student growth to count for 50 percent. For each category of teacher, districts must identify a Type III assessment—defined as a rigorous assessment aligned with a course curriculum that measures student learning in the course—and a measurement model to assess student growth on these assessments.	✓	✓	
Indiana	Evaluations must be based on multiple measures that include student performance. Objective measures of student achievement and growth must significantly inform the evaluation. Objective measures must include state assessment results for teachers of subjects measured by such assessments, or methods for assessing student growth for teachers of subjects not measured by state assessments. Where a mandatory state assessment exists, districts must use it as a measure of student learning. If that state assessment provides individual growth model data, it must be used as that teacher's primary measure of student learning.		✓	
Kansas	Evaluation systems must require student growth to be a significant factor. Further, multiple measures must include state assessment results for grades and subjects in which such assessments are administered.		✓	
Kentucky	The professional growth and effectiveness system must use multiple measures of effectiveness, including student growth data as a significant factor in determining teacher effectiveness, utilizing both standardized tests and local formative growth measures.		✓	

STATE	State policy for incorporating growth measures in teacher evaluations	Student achievement and growth carries explicit weight in teacher evaluation system	Student growth measures MUST include standardized state tests	State has explicit policy for nontested grades and subjects
Louisiana	The COMPASS system requires that 50 percent of the evaluation score be based on student learning. For subjects tested by state standardized assessments, student growth on such tests is used to measure student learning. For subjects not tested by state standardized tests, targets established by teachers and evaluators are used to measure student learning.	✓	✓	✓
Maryland	By school year 2013-2014, 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 35 percent of the total performance evaluation. The state's model requires student growth to count for 50 percent of the evaluation score. For elementary and middle school teachers providing instruction in state-assessed grades and content, student growth consists of aggregate assessment scores, student learning objectives and the schoolwide index. For all remaining teachers, student growth consists of student learning objectives and the schoolwide index.	✓		
Michigan	By school year 2015-2016, 50 percent of teacher evaluations must be based on student growth and assessment data.	✓	✓	
Minnesota	By school year 2014-2015, Minnesota requires that an agreed on, value-added assessment model count for 35 percent of teacher evaluation results. For grade levels and subject areas for which value-added data are not available, state or local measures of student growth must be established. The state model uses student learning goals. A shared performance goal is also incorporated for all teachers.	✓	✓	
Mississippi	By 2015-2016 teachers in tested grades will have 30 percent of growth measures based on M-Star, 20 percent based on Professional Growth Goals, 30 percent on individual growth, and 20 percent based on schoolwide growth. For nontested teachers, 30 percent M-Star, 20 percent Professional Growth Goals, 30 percent SLOs, 20 percent schoolwide growth.	✓	✓	✓
Missouri	To comply with its Elementary and Secondary Education Act (ESEA) Flexibility Waiver, Missouri's State Board recently adopted the model Educator Evaluation System. The state's framework requires locally developed systems to include measures of student growth that are a significant contributing factor and ensure that a proficient or distinguished rating cannot be earned if student growth is low.			
Nevada	Nevada requires that student achievement data count for at least 50 percent of teacher evaluations. However, student achievement data must not be included for a probationary teacher in his or her initial year of employment.	✓	✓	
New Jersey	New Jersey now requires that by school year 2013-2014 multiple measures of student achievement must be included in a teacher's evaluation score. These measures may include teacher-set goals for student learning; student performance assessments, including portfolio projects, problem-solving protocols and internships; teacher-developed assessments; standardized assessments; and district-established assessments. Standardized assessments must be used but must not be predominant factor in the overall evaluation. If a teacher receives a median student growth percentile (teachers in tested areas), the student achievement component must be 40 to 50 percent of the rating. If a teacher does not receive a median student growth percentile (nontested area), the student achievement component must be at least 15 percent but not more than 50 percent of the rating. Measures of teacher practice must be at least 50 percent but not more than 85 percent of the rating.	✓	✓	✓
New Mexico	Evaluation plans must include measures of student achievement growth worth 50 percent. For teachers who teach a grade or subject with a standards-based assessment, the student achievement growth component must be comprised of the standards-based assessment (35 percent) and additional department-approved assessments (15 percent). For teachers without standards-based assessments, the student achievement growth component must be comprised of valid and reliable data and indicators of student achievement growth assessed annually on district-selected and department-approved assessments.	✓	✓	
New York	The state requires that 40 percent of the evaluation score be based on student academic achievement. More specifically, 20 percent is student growth on state assessments or a comparable measure of student achievement growth (this increases to 25 percent upon implementation of a value-added growth model), and 20 percent is locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (this decreases to 15 percent upon implementation of a value-added growth model).	✓	✓	
North Carolina	All teachers must be evaluated based on six standards: 1) demonstrates leadership, 2) establishes a respectful environment for diverse students, 3) knows the content, 4) facilitates learning for students, 5) reflects on practice, and 6) contributes to the academic success of students. "The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth." A teacher cannot be rated effective if he or she does not meet expected student growth.		✓	✓
Ohio	Ohio requires that student growth measures count for 50 percent of an evaluation score. By July 1, 2014, the entire student growth factor must be based on the value-added progress dimension. For teachers who instruct value-added subjects exclusively, the teacher-level value added is the full 50 percent. For teachers who instruct value-added courses but not exclusively, the teacher-level value added is proportionate to the teacher's schedule (10-50 percent), with LEA measures proportionately added as well (0-40 percent). For teachers with approved vendor assessment teacher-level data available, the vendor assessment and LEA measures comprise the 50 percent. For teachers with no teacher-level value-added or approved vendor assessment data available, LEA measures such as student learning objectives count for 50 percent.	✓	✓	✓

STATE	State policy for incorporating growth measures in teacher evaluations	Student achievement and growth carries explicit weight in teacher evaluation system	Student growth measures MUST include standardized state tests	State has explicit policy for nontested grades and subjects
Oklahoma	The state requires that 50 percent of the ratings of teachers must be based on quantitative components: 35 percent based on student academic growth using multiple years of standardized test data, as available, and 15 percent based on other academic measurements, such as a value-added model score, surveys and student competition. For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, an assessment using objective measures of teacher effectiveness, including student performance on unit or end-of-year tests. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth.	✓	✓	✓
Oregon	As part of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver process, the State Board endorsed the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. Student learning and growth must count as a significant factor in teacher evaluations. Measures must include state assessment results along with additional measures of student learning, such as state, national, international or common district assessments and other valid and reliable measures of student learning, growth and proficiency, such as formative assessments, end-of-course tests, performance-based assessments; collections or portfolios of student work.		✓	✓
Pennsylvania	Student performance must count for 50 percent of a teacher's evaluation score. This half must be based on multiple measures of student achievement and be comprised of the following: building-level data (15 percent), must at least include student performance on assessments, value-added assessment system data, grad rates, promotion rates; teacher-specific data (15 percent), student achievement attributable to specific teacher as measured by student performance on assessments, value-added assessment system data, progress in meeting student goals; and elective data (20 percent), including measures of student achievement that are locally developed.	✓	✓	✓
Rhode Island	The state's student learning component counts for a majority of the teacher evaluation score; this is accomplished through a matrix model. The state measures contributions to student progress toward academic goals and learning standards (student learning objectives), and combines them, when applicable, with results from the Rhode Island Growth Model (RIGM) for teachers in tested grades 3-7 and for subjects in reading and math.	✓	✓	✓
South Carolina	In March 2013, pursuant to South Carolina's Elementary and Secondary Education Act (ESEA) Flexibility Waiver, the federal government approved the state's educator evaluation guidelines. The proposed system will incorporate student learning as a significant component.			
South Dakota	South Dakota has received a waiver from portions of the federal Elementary and Secondary Education Act (ESEA). Therefore, by 2014-2015, districts must implement evaluation systems that comply with federal requirements, which include making quantitative measures of student growth a significant factor in determining teacher effectiveness.			
Tennessee	The state requires that 50 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 other comparable growth measure. The remaining 15 percent must be based on other measures of student achievement. Teachers with TVAAS who teach grades 4-8 may choose among the following achievement measures: state assessments, schoolwide TVAAS, ACT/SAT suite of assessments, "off-the-shelf" assessments and completion/success in advanced coursework. In addition to the measures already listed, secondary teachers with TVAAS may also choose the following: AP/IB/NIC suites of assessments, graduation rates, postsecondary matriculation and grade 9 promotion to grade 10.	✓	✓	
Utah	Evaluation systems must include valid and reliable measurement tools that include, at a minimum, evidence of student growth, parental and student input and observations of instructional quality. Such measurements must adopt "differentiated methodologies" for measuring student growth for teachers of subjects with available standardized tests and for subjects for which these tests are not available.			
Virginia	Recent legislation requires that teacher evaluations include student academic progress as a significant component. The state's framework suggests that districts weight student academic progress at 40 percent of the summative evaluation, but this is not mandated.			
Wisconsin	Fifty percent of the total evaluation score will be based on student outcomes. Value-added student growth scores will comprise a portion of the outcomes score for teachers in state-tested grades and subjects. All teachers must create a student learning outcomes (SLO) goal. For teachers without standardized assessment data, an additional SLO will be created. A small portion of the outcomes score will include a measure of schoolwide graduate or schoolwide reading scores, as well as a growth measure toward an initiative identified by the district.	✓	✓	✓
TOTAL		24	30	19

Appendix C:

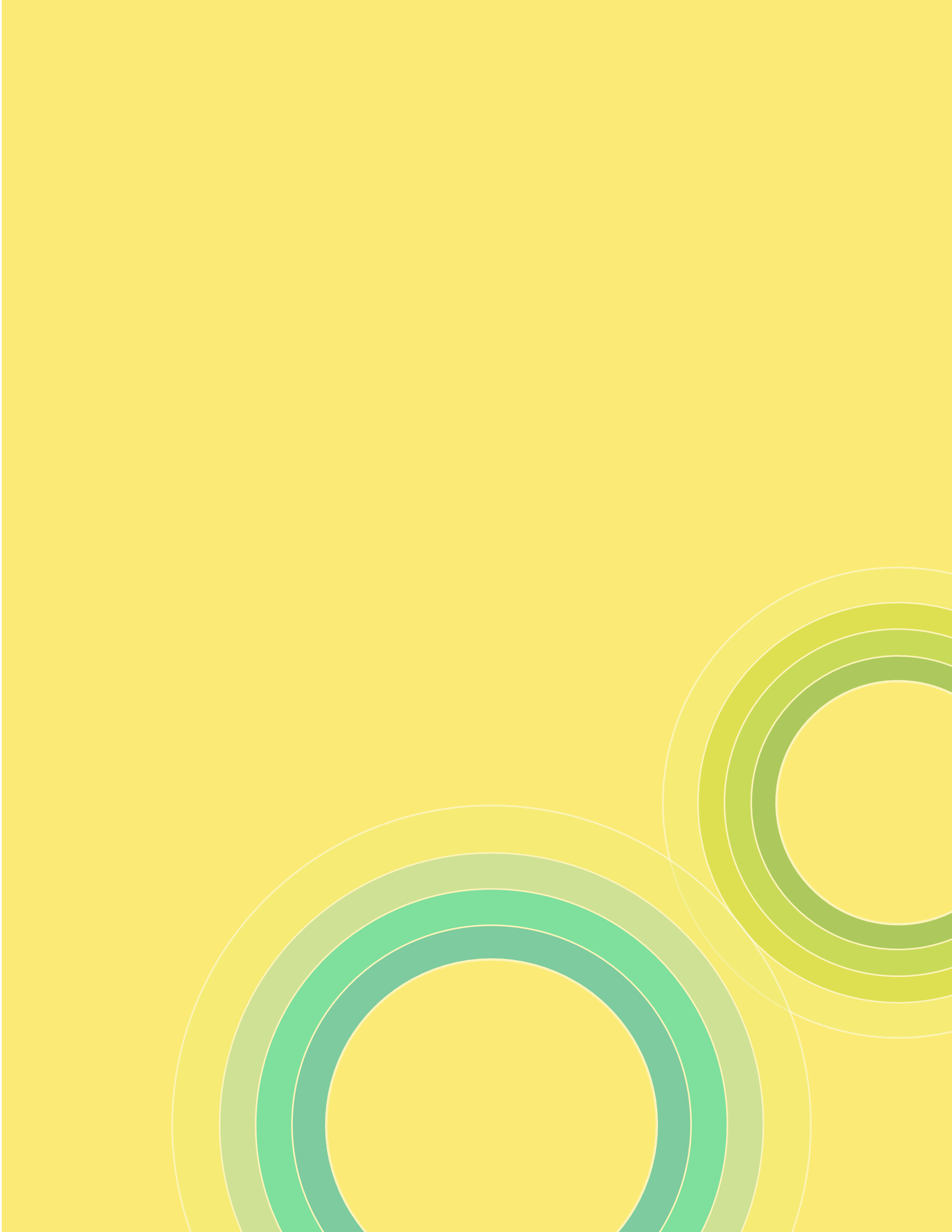
Connecting the Dots in States with Weak Teacher Evaluation Requirements

STATE	Objective measures of student achievement included in teacher evaluations as significant or preponderant criterion	Teacher evaluations are considered in tenure decisions (or state has eliminated tenure)	Professional development is designed/ assigned based on individual teachers' evaluation results for all teachers	Teachers who receive unsatisfactory evaluations must have improvement plan	Teacher effectiveness is reported at the school level	Compensation: Evaluation results factor into teacher salaries	Compensation: Individual teachers can receive performance pay bonuses based on student achievement results	Teachers with unsatisfactory evaluations are eligible for dismissal	Decisions about reductions in force (layoffs) are based on results from evaluations of teacher effectiveness	Teacher evaluations are considered in decisions about licensure advancement	Evidence of effectiveness is considered in awarding licensure reciprocity	Teaching candidates in preparation programs are assigned to practice teach in classrooms with effective teachers	Teacher preparation program accountability is connected to the effectiveness of graduates
Alabama													
California							✓						
Idaho													
Iowa													
Maine			✓	✓				✓	✓				
Massachusetts		✓		✓	✓			✓	✓			✓	✓
Montana													
Nebraska							✓						
New Hampshire													
North Dakota													
Texas							✓		✓				✓
Vermont													
Washington		✓		✓				✓	✓				
West Virginia			✓	✓				✓					
Wyoming			✓					✓					
TOTAL	0	2	3	4	1	0	3	5	4	0	0	1	2

Appendix D:

Implementation Timelines for States with Evaluation Systems That Require Significant or Preponderant Use of Student Achievement Data

STATE	FULL implementation of teacher evaluation system	Implementation of consequences attached to teacher evaluation results
Alaska	2018-19	Not specified
Arizona	2013-14	2015-16
Arkansas	2014-15	2015-16
Colorado	2014-15	2014-15 or later
Connecticut	2014-15	2014-15 with delay anticipated
Delaware	2012-13	2012-13
DCPS	2009-10	2009-10
Florida	2011-12	2013-14
Georgia	2014-15	2014-15
Hawaii	2013-14	At least 2014-15
Illinois	2016-17	Not specified
Indiana	2012-13	2013-14
Kansas	2014-15	Not specified
Kentucky	2014-15	Not specified
Louisiana	2012-13	2013-14
Maryland	2013-2014 (current regulations expire September 30, 2014)	2014-15
Michigan	2015-2016	Not specified
Minnesota	2014-15	2015-16
Mississippi	2015-16	Not specified
Missouri	2014-15	2014-15
Nevada	2013-14	2014-15
New Jersey	2013-14	2015-16
New Mexico	2013-14	Not specified
New York	2012-13	2012-13
North Carolina	2011-12	2016-17
Ohio	2013-14 (July 2014)	2014-15
Oklahoma	2013-14	2013-14
Oregon	2013-14	Peer review of local plans in 2015
Pennsylvania	2013-14	Not specified
Rhode Island	2012-13	2013-14
South Carolina	2014-15	2015-16
South Dakota	2014-15	Not specified
Tennessee	2011-12	2013-14
Utah	2014-15	Not specified
Virginia	2012-13	Not specified
Wisconsin	2014-15	2014-15



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