

State Efforts to Reform Educator Evaluation Systems



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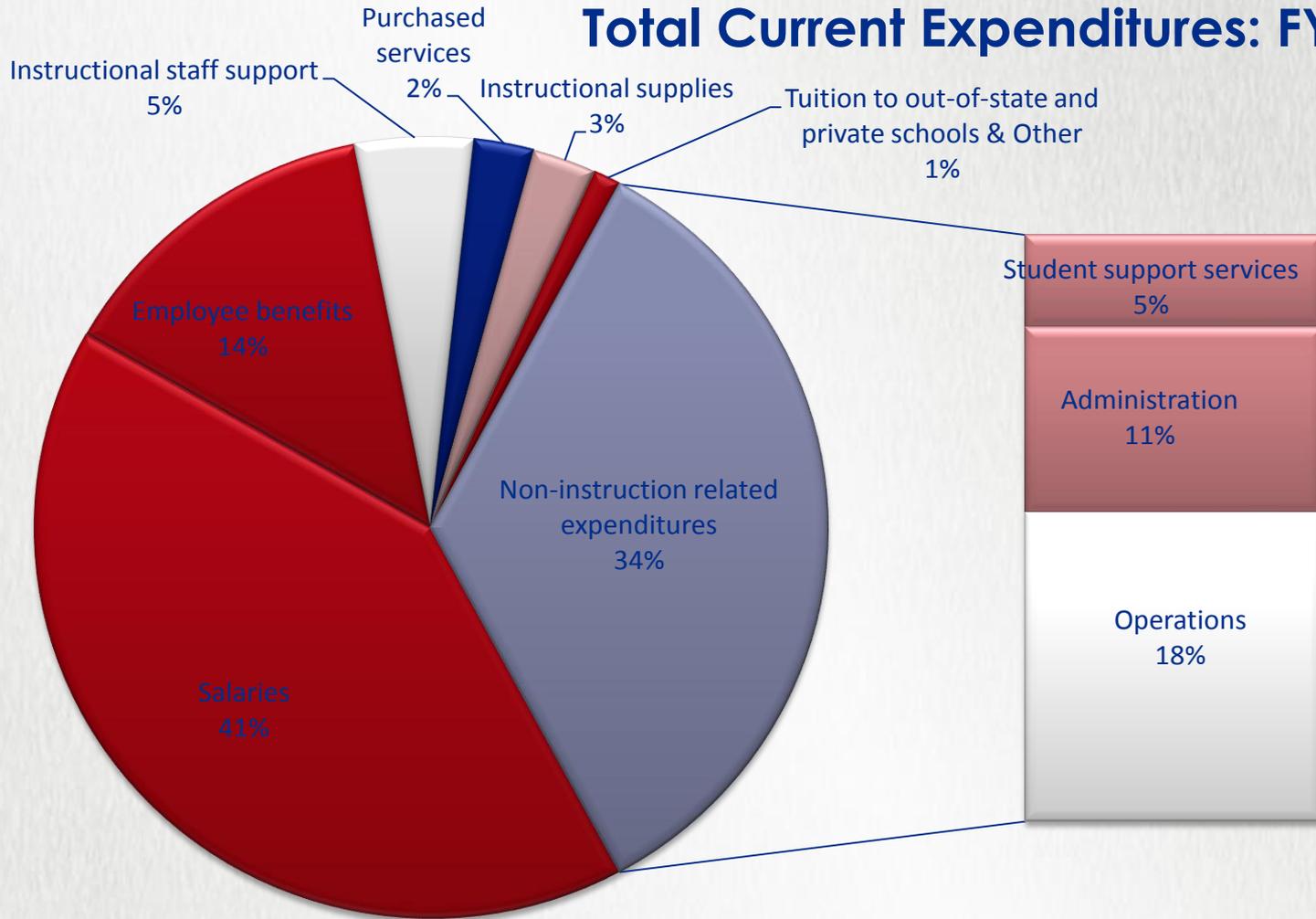
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Total Current Expenditures: FY 2009

Instruction and instruction-related expenditures = **66%** of all current expenditures





State Action: Improving Educator Effectiveness

- Calls for action from New Teacher Center in *Widget Effect*, National Council on Teacher Quality, top researchers and others
- Federal Race to the Top competition required a significant part of teacher evaluations be based on student achievement
- NCLB Waiver requirements include new evaluation systems





States Respond to Calls for Reform

- In 2010-2012, 33 states have enacted legislation creating new systems to evaluate teachers, with a significant part (typically 50% based on student achievement);
- Most also reformed tenure, requiring good evaluations for continuing employment





Challenges Remain!!

- **Creating Commissions - who to involve**
- **Timeline - pilots and full implementation**
- **Multiple measures of student achievement**
- **Measurement for teachers of untested subjects**
- **Professional Development for teachers**
- **How to integrate with other reforms (CCSS and new assessments)**





Key Elements for State Comparison

Source: National Comprehensive Center on Teaching Quality

www.tqsource.org

- **1: Evaluation System Goals**
- **2: Stakeholder Investment and Communication Plan**
- **3: Selecting Measures**
- **4: System Structure**
- **5: Evaluators**
- **6: Data Integrity**
- **7: Using Results**
- **8: System Evaluation**

****Refer to handout for detailed comparison of three states**





Key Findings by TQ Source: Planning and Communication

- All 17 states included improving teachers' practice and promoting professional growth as a goal of the evaluation system. In addition, 10 states identified assessing teacher performance in a clear and fair manner as a key goal and 9 states mentioned improving student learning.
- In 15 states where information was available, the state required stakeholder feedback to be included in the development of the new system, usually through advisory councils that included broad representation from educators, unions, professional associations, and business and community leaders. In a few states, such as Iowa and Ohio, the state requires local districts to use a collaborative process that includes district administrators, school leadership, and teachers in the final design or adoption of a new evaluation model at the local level.



Key Findings by TQ Source: Planning and Communication

- Several states created broader outreach efforts and opportunities for collecting feedback by holding informational meetings and focus groups and conducting early model system pilots.
- Indiana, for example, reported having facilitated discussions with more than 30,000 teachers across the state while developing their new state model.
- Washington is currently engaged in a two-year piloting process that allows nine pilot districts to develop their own evaluation systems in order to inform the further development of state mandates and models for teacher evaluation.



Key Findings by TQ Source: Measurement

- Sixteen states explicitly require that teacher evaluations use multiple measures of teachers' performance.
- Observation is a commonly required type of measurement across all 17 states; only four states, however, mandate a specific observation instrument (three are state-developed and one is the Danielson Framework for Teaching).
- Nine states recommend a specific observation instrument; 5 recommend a state-developed instrument, and 4 recommend an instrument developed by a national expert. Three states have not yet selected a final instrument to recommend. New York requires districts to select an observation instrument from a state-approved list.



Key Findings by TQ Source: Measurement

- **Seven states explicitly require that teachers be observed more than once a year. Tennessee tops the high end of the list by requiring four to six observations per year under the TAP model it adopted in 2011.**
- **Many states also provide differentiated requirements for the type and frequency of observation on the basis of a teacher's level of experience or previous evaluation results (12 states).**





Key Findings by TQ Source: Measurement

- Fourteen states require measures of student growth and learning for all teachers. States vary widely, however, in the type and specificity of regulations surrounding the use of student growth in teacher evaluation.
- For teachers in grades and subjects assessed through state exams, 4 states require the use of a value-added model and 4 states require the use of a student growth–percentile model. Four states have not yet decided on a final model.
- Two states allow districts to decide locally how to measure student growth but provide recommended growth models. Eight states have selected or are considering the use of student learning objectives in addition to student growth models.





Key Findings by TQ Source: Measurement

- For measures of student growth for nontested subjects and grades, 14 states allow districts to select the measures, typically from a state-approved list. Ten states have provided an actual list or at least one measurement option to districts.
- Additional measures of teacher performance beyond observation and student growth are required by 9 states and recommended by 7 states. The states vary widely in the types of additional measures and the degree of specificity they provide on the use of additional measures. Users can access more detailed information on alternative measures in each state through Component 3 in the online database.





Key Findings by TQ Source: Combining Multiple Measures

- States have adopted a number of approaches to combining multiple measures into a final, summative score for each teacher. The most common approach (8 states) is to simply apply weights (either points or percentages) to different measures and use the final score to identify a teacher with a particular performance level (distinguished, proficient, etc.).
- Other approaches rely on a set of decision rules (i.e., a teacher's rating on component x must be above 4 to receive a 5 overall). RI and MA use a multistep process that relies on a series of matrixes (based on decision rules) that progressively combine a teacher's performance level on each evaluation system component to determine a final performance level. NC takes the median score across all components. DE uses a set of decision rules to determine a teacher's final rating and MD uses both weighting and matrixes.



Key Findings by TQ Source: Use of Results

- Most states currently use, or plan to use, teacher evaluation results in making key human resource decisions.
- Fourteen states will use results to make dismissal, retention, and renewal decisions, and 11 states will also use results to make compensation and promotion decisions.
- Eight states explicitly use teacher evaluation results to make tenure decisions and 5 states include evaluation results in decisions to grant certification or continuing licensure.





Key Investments for Success

Source: The New Teacher Project, www.tntp.org

- **Tools and Systems to guide and support the evaluation process**
 - Rubrics and related tools
 - Value-added model
 - Student learning measures
 - Data system

- **Training for evaluators and key school district staff**
 - Training modules
 - Assessment of evaluators





Key Investments for Success

Source: The New Teacher Project, www.tntp.org

- **Communications to key audiences, especially educators**
 - Staff
 - Planning
 - Materials
 - Website

- **Monitoring and Support to ensure consistent implementation**
 - Metrics of success
 - Support teams
 - Accountability for evaluators

- **Sustainability of new systems over time**
 - Analysis of annual costs
 - Audit of org structure
 - Continuous improvement



Guiding Principles for Success

Source: The New Teacher Project, www.tntp.org

- **Good processes are necessary but insufficient:** Designing better evaluation models is a critical first step, but implementing them is even harder and will require more resources. Implementation challenges extend far beyond logistics: States will need to find ways to change the culture of many schools in order to sustain rigorous, honest conversations about instruction. Human behavior is a key factor. Any implementation plan that ignores the needs, expectations, and baseline skills of teachers and school leaders or the cultural context of schools and districts will fail.
- **Invest in one-time expenses:** Race to the Top funds represent a one-time infusion of resources to support innovation. States should avoid using these funds to create essential systems or positions that they cannot afford to maintain over the long term. Whenever possible, states should seek to cover recurring expenses by reallocating existing resources and staff. In particular, states can use federal Title II funding as necessary to support ongoing implementation costs.
- **Expect to make changes:** It is unlikely that new evaluation policies or systems will work perfectly in their first year. States should set aside money to monitor the early results of new policies, gather feedback from stakeholders, and make any necessary changes.



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