

# State of the States:

## Trends and Early Lessons on Teacher Evaluation and Effectiveness Policies



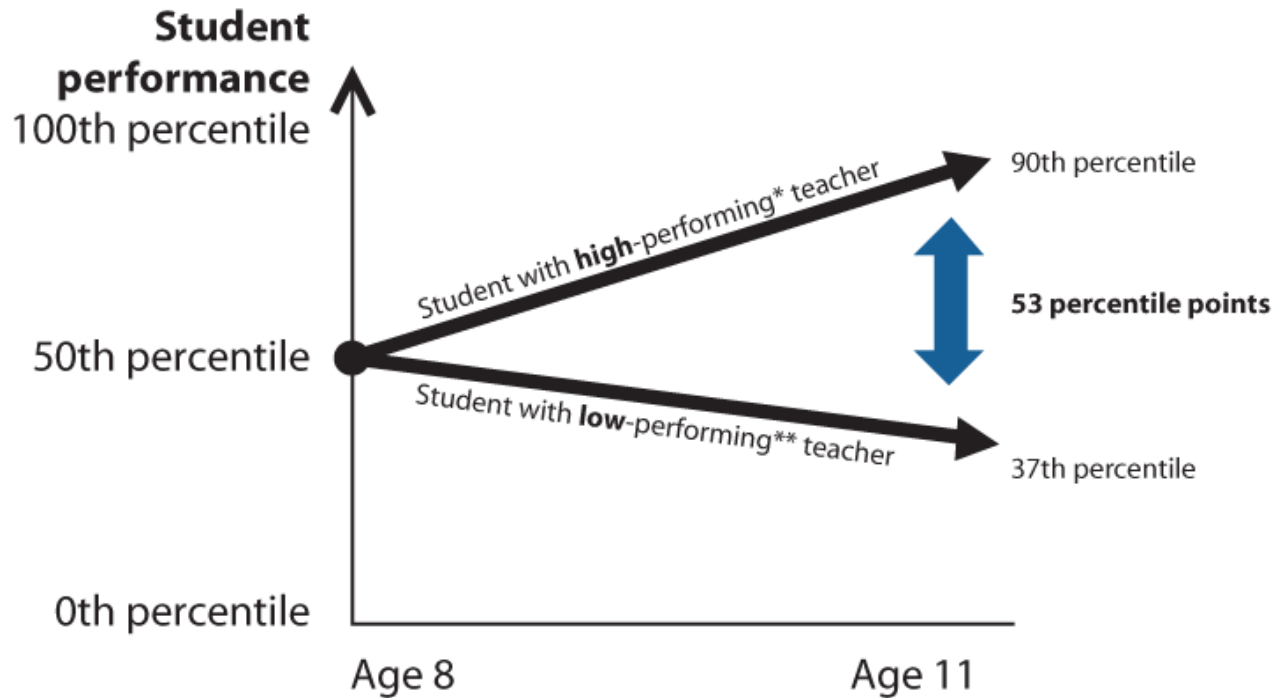
National Council on Teacher Quality

# State Teacher Policy Yearbook

Each year, NCTQ publishes the *State Teacher Policy Yearbook*, a comprehensive examination of the state laws, rules and regulations that govern the teaching profession, measured against a realistic set of reform goals. The next full nationwide analysis of state teacher policy will be released in January 2012.



# Effective Teachers Matter

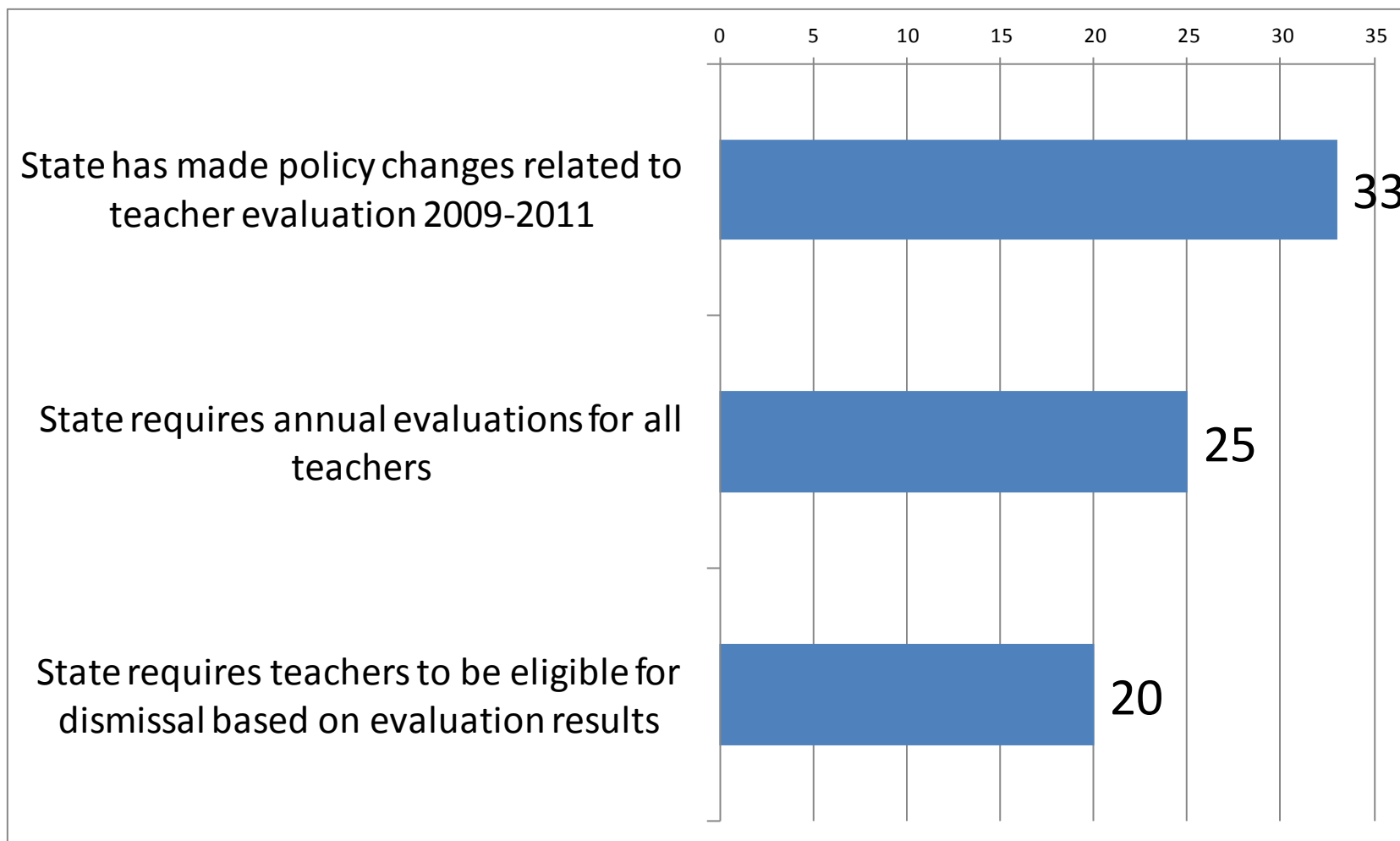


\*Among the top 20% of teachers; \*\*Among the bottom 20% of teachers

Analysis of test data from Tennessee showed that teacher quality effected student performance more than any other variable; on average, two students with average performance (50th percentile) would diverge by more than 50 percentile points over a three year period depending on the teacher they were assigned

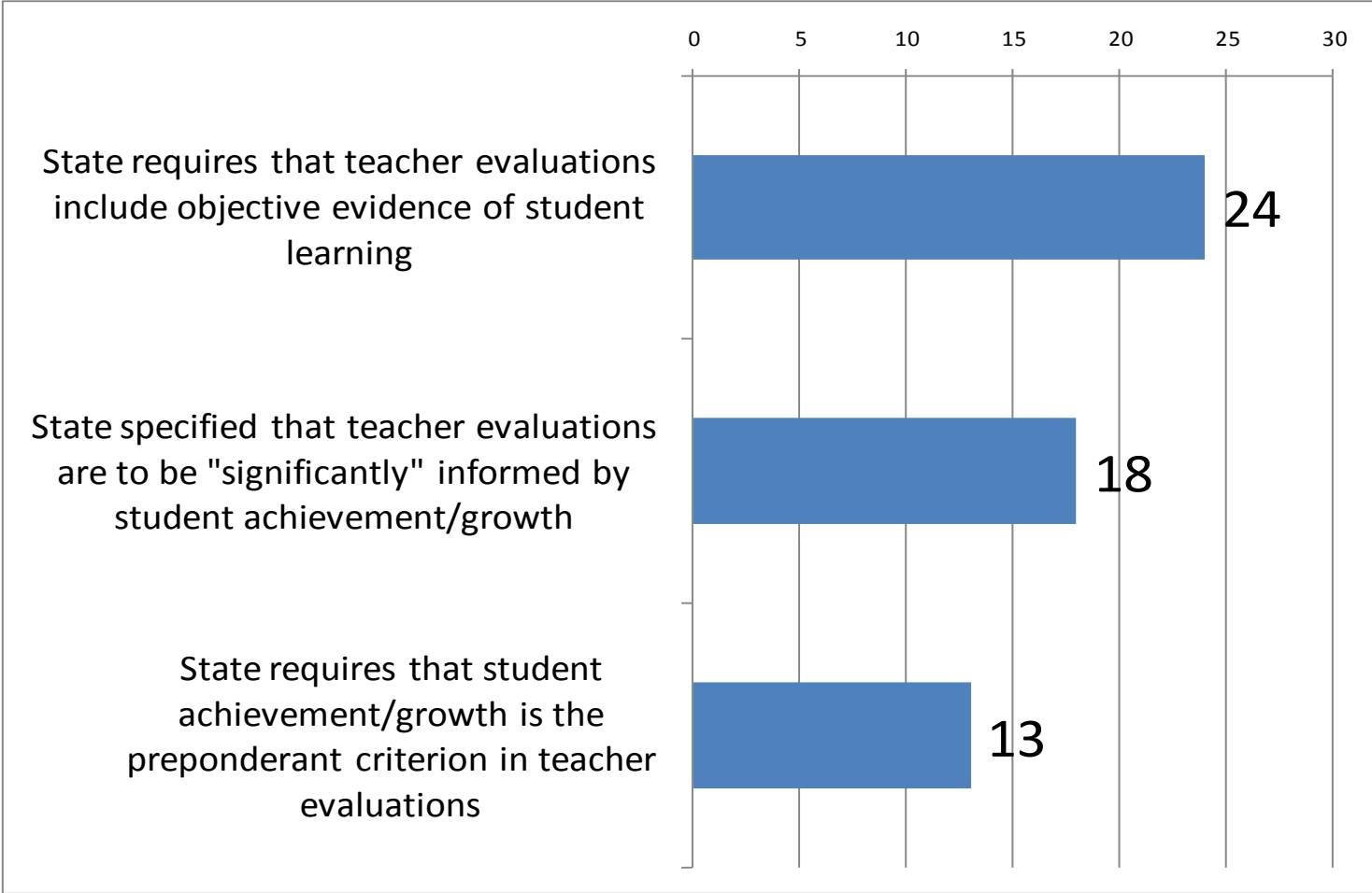
Source: Sander and Rivers (1996): Cumulative and Residual Effects of Teachers on Future Student Achievement

# National Overview of State Policy on Teacher Evaluation



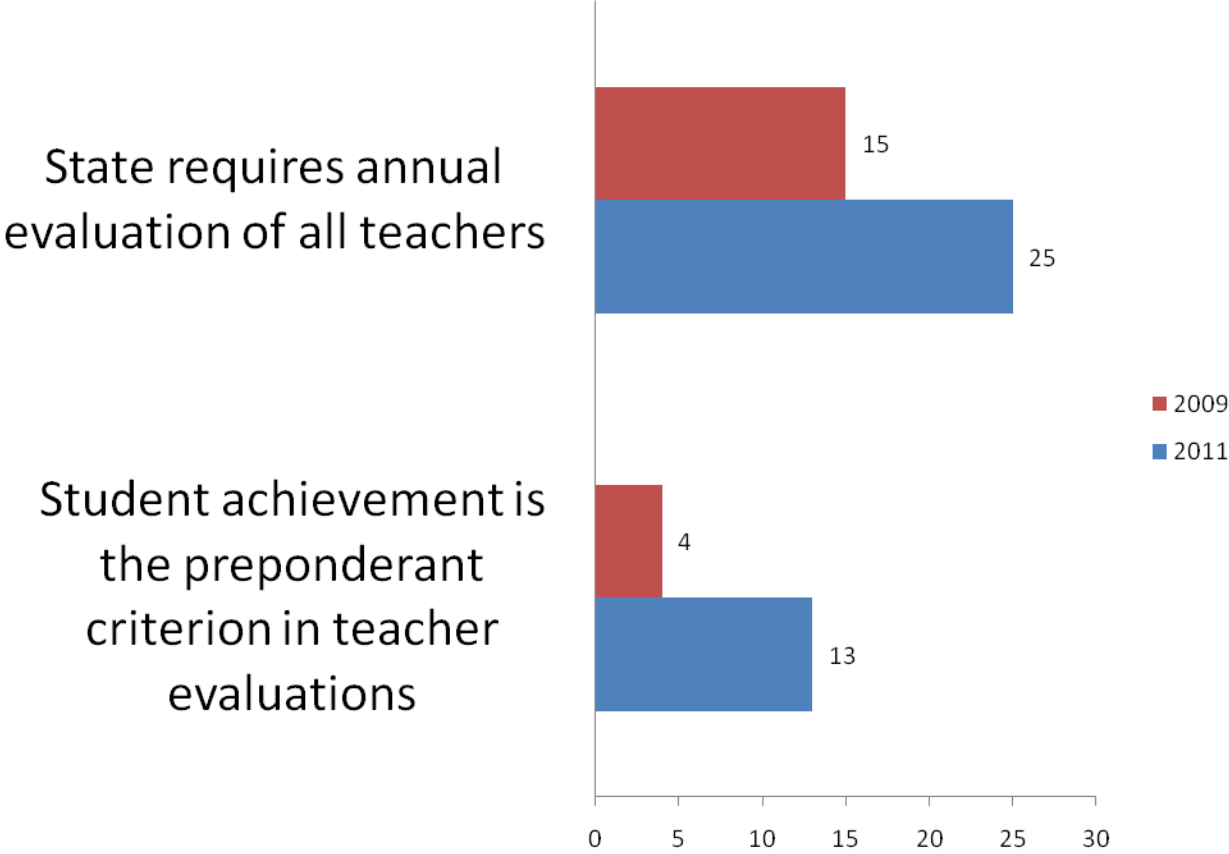
Source: NCTQ research for 2011 State Teacher Policy Yearbook

# Requirements for Use of Student Achievement Data in Teacher Evaluations



Source: NCTQ research for 2011 State Teacher Policy Yearbook

# Shifting State Teacher Evaluation Policy 2009-2011



Source: NCTQ 2009 State Teacher Policy Yearbook, research for 2011 State Teacher Policy Yearbook

# Key Issues Teacher Evaluations and Effectiveness Policy

What is the frequency and timing of required evaluations?

Who is responsible for development of the evaluation system?

What measures are required?

How is student growth factored?

Is student achievement the preponderant criterion?

How many and what are the evaluation categories/ratings?

Who is responsible for conducting observations?

What observation procedures are specified?

What are the required uses for evaluation results?

What employment consequences are tied to evaluation results?



## State Models for Teacher Evaluation Design

There is a great deal of variation in how states are approaching the design of teacher evaluation systems, clearly illustrating that states have real options. There is nothing close to a one-size-fits-all teacher evaluation design and it remains to be seen if there is an approach that works best.





# State Approaches to Teacher Evaluation Policy

*Single, statewide teacher evaluation system: DE, LA*

*Presumptive state designed teacher evaluation system: MI, RI, TN*

*State designed teacher evaluation model with district opt-in: CO, IL, IN, OK*

*District designed systems with state review and approval: FL, ID, MD*

*District designed system: AZ, MN, NV, NY, OH*

# State “Formulas” for Including Student Achievement in Teacher Evaluations

Some are framed around the data captured by a mix of evaluation measurement tools (observations, surveys, growth scores etc.)

Others are framed around topical components (instruction, classroom management, student achievement).

These formulas begin to describe the operating rules of the systems and just how and to what extent student achievement and growth count towards teacher effectiveness ratings.

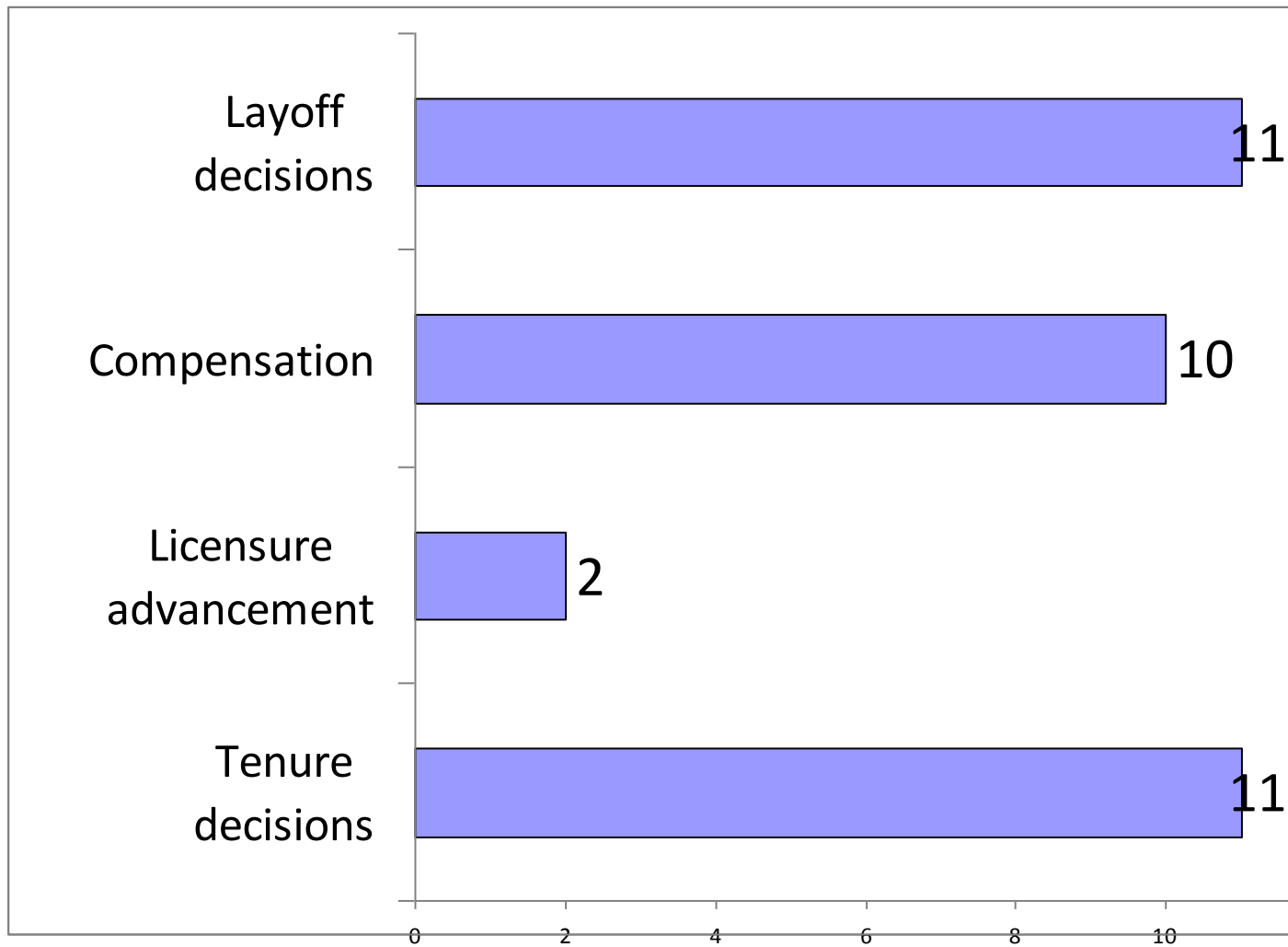
## State “Formulas” for Including Student Achievement in Teacher Evaluations

- *Colorado, Louisiana, Ohio*: 50%
- *Delaware*: Teachers cannot be rated “effective” overall if they do not meet annual student growth expectations.
- *Maryland*: Multiple measures of achievement to total 50% with no single measure to count for more than 35%
- *Oklahoma and Tennessee*: 50% with 35% growth measures and 15% other achievement measures
- *Rhode Island*: Student learning is predominant component through matrix scoring model.

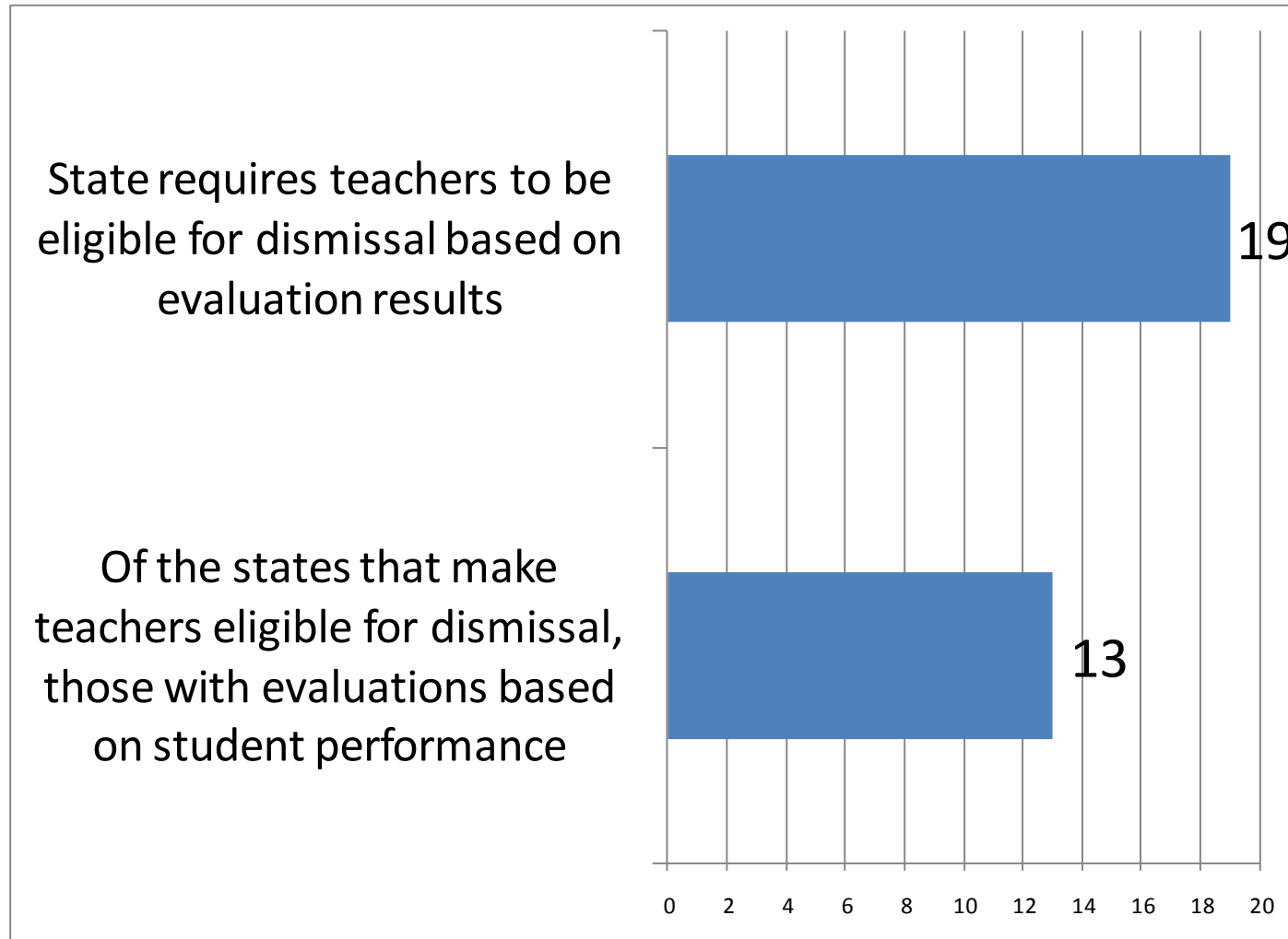
## How a “Matrix” Model Works

Quality Standards Score	5	Partially Effective	Partially Effective	Effective	Highly Effective	Highly Effective
	4	Ineffective	Partially Effective	Effective	Effective	Highly Effective
	3	Ineffective	Partially Effective	Effective	Effective	Effective
	2	Ineffective	Partially Effective	Effective	Effective	Effective
	1	Ineffective	Ineffective	Partially Effective	Partially Effective	Partially Effective
		1	2	3	4	5
Student Growth Score						

# State Use of Evaluation Results



# State Use of Evaluation Results



# Early Lessons on the Road to Performance-Based Teacher Evaluation

- *Teacher effectiveness measures don't have to be perfect to be useful.*
- *Insistence on comparability of measures for all teachers could cripple evaluation efforts.*
- *Designing measures of student growth for non-tested grades and subjects is an important challenge facing states.*
- *States shouldn't lose sight of the importance of classroom observations.*



# Early Lessons on the Road to Performance-Based Teacher Evaluation

- *In addition to providing actionable feedback to all teachers, perhaps the most useful initial capacity of new evaluations will be to discern the most and least effective teachers.*
- *Stakeholder input is important – but bold leadership is even more important.*
- *Teacher evaluation policy should reflect the purpose of helping all teachers improve, not just low-performers.*
- *States need to get on top of policy plans for equitable distribution of effective teachers now.*





# Contact:

Sandi Jacobs  
Vice President  
National Council on Teacher Quality  
[sjacobs@nctq.org](mailto:sjacobs@nctq.org)  
202-393-0020



National Council on Teacher Quality