

Teacher Evaluation and Professional Growth Systems: A National Review of Models, Approaches, and Challenges

March 2013

Prepared by:

Brian Doore, Ph.D.

Bethany Jorgensen, B.A.

Stacy Doore, M.S.

Craig A. Mason, Ph.D.

Maine Education Policy Research Institute/

Center for Research and Evaluation

University of Maine

5766 Shibles Hall

Orono, ME 04469-5766

207.581.2493 | 207.581.9510-fax

TEACHER EVALUATION AND PROFESSIONAL GROWTH SYSTEMS: A NATIONAL REVIEW OF MODELS, APPROACHES, AND CHALLENGES

Prepared by:

Brian Doore, Ph.D.
Bethany Jorgensen, B.A.
Stacy Doore, M.S.
Craig A. Mason, Ph.D.

March 2013

Maine Education Policy Research Institute

A nonpartisan research institute funded by the Maine State Legislature,
the University of Maine, and the University of Southern Maine.

Center for Research and Evaluation, College of Education & Human Development
University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766
(207) 581-2493 • FAX (207) 581-9510



A Member of The University of Maine System

Executive Summary

Teacher evaluation and the implementation of performance evaluation / professional growth (PE/PG) systems in the public K-12 is a hotly debated topic throughout the nation. This national review of the current research on teacher evaluation and implementation of PE/PG systems seeks to frame the critical issues for Maine's implementation of a teacher evaluation system. Contemporary research and the experiences of other states suggest the inclusion of several key elements can enhance the validity and reliability of evaluations, and provide effective information that may be used to improve instructional effectiveness. Specifically,

- **A data system** that can link individual teachers with individual students;
- **Balanced weighting of multiple sources of data** (e.g., observations, student achievement/growth, student perceptions);
- **Systematic inclusion of teachers and other educators** in the design, implementation, and use of any evaluation system;
- **Multiple measures** to determine teacher evaluation ratings;
- **Use of trained outside observers and multiple observers;** and
- **Use of school-wide value-added models, course-based assessment, and/or student learning objectives to measure student learning growth for teachers in “untested” subjects**

In addition to these discrete elements, policymakers may also want to give special attention to broad questions addressing the implementation of teacher evaluation:

- **Balance of local versus state control.** That is, to what degree will there be a standardization of procedures, instruments, and professional standards? This will determine the extent to which local districts may create customized approaches. Statewide adoption of common methods may substantially increase the reliability and validity of the system, but may do so at the cost of local choice about how to evaluate teachers.
- **Weighting of measures.** To what degree will teachers' evaluations be determined by direct observations, student achievement growth, and other measures of teaching effectiveness?
- **Overarching purpose of the system.** A final consideration for Maine involves the primary intent of the PE/PG system itself. That is, will the system focus upon professional evaluation to drive improved instructional practices, or use improved instruction to drive improvements in student achievement?

There is no single “correct” approach to designing a PE/PG system that will best meet Maine's needs; however, policymakers will need to balance Maine's unique needs with what is known about the characteristics of valid and reliable PE/PG systems to ensure that effective teaching is measured, and that those teaching performances are accurately evaluated.

Table of Contents

Executive Summary.....	ii
Purpose	1
Background	1
Section 1: Review of the Literature on Best Practices and Policies for Effective PE/PG Systems	2
1.1: Policy Frameworks for Teacher PE/PG.....	2
1.1.1: The National Center for Teacher Quality PE/PG Policy Framework	2
1.1.2: The National Education Association PE/PG Policy Framework.....	3
1.1.3: The Center for Great Teachers and Leaders PE/PG Policy Framework	4
1.2: Performance Evaluation (PE)	5
1.2.1: The Measures of Effective Teaching (MET) Project	5
1.2.2: Teachers in “Untested” Grades/Subjects	8
1.3: Effective Approaches to Professional Growth (PG)	9
1.3.1: Research on PG Systems.....	9
1.3.2: Actionable Information for PG.....	10
1.3.3 PG Supports.....	12
1.3.4 Conclusions on PE/PG System Quality and Alignment	12
Section 2: Review of PE/PG System Implementation – National Level	14
2.1: Overview	14
2.2: Implementation of PE/PG Systems—National Level	14
2.3: Use of Student Growth – National Level	15
2.4: Other Measures of Effective Teaching – National Level.....	16
2.5: Characteristics of High Quality PE/PG Systems – National Level.....	17
2.6: Impact of PE/PG Systems on Personnel Decision-Making – National Level	18
2.7: Costs of PE/PG Systems – National Level.....	18
2.8: Need to Study Implementation of PE/PG Systems – National Level	18
Part 3: Summary of PE/PG Systems in Maine and “Sister” States	20
Part 4: Conclusions and Summary	27

4.1: Summary of Research Findings	27
4.2: Lessons from Other States	27
4.3: Questions and Issues for Maine to Consider	27
4.3.1 Local versus State Control.....	28
4.3.2 Weighting of Measures	29
4.3.3 Overarching Purpose of the System	30
References	31
Appendix A: Overview of Teacher PE/PG Systems	37

Purpose

The purpose of this report is to provide the state of Maine with a research-based analysis on the topic of teacher evaluation and professional growth systems and to provide recommendations that may best meet Maine's unique context. We begin in Section 1 with a short overview of the latest research on measuring effective teaching and establishing professional growth systems. In Section 2, we examine the implementation of these systems across the United States. In Section 3, we consider the successes and challenges to implementing performance evaluation and professional growth systems in 5 other states. We conclude in Section 4 with a review of these findings from a Maine-centric perspective and offer research-based recommendations.

Background

The Maine Department of Education (MDOE) and school districts throughout the state have begun the intensive process of reviewing, creating, and implementing more effective educator performance evaluation and professional growth (PE/PG) systems with the dual goals of improving instruction and increasing student learning. Maine's PE/PG initiative was motivated in part to meet the federal requirement for a comprehensive system of teacher evaluation as part of the revised No Child Left Behind/Elementary and Secondary Education Act (ESEA) waiver application. The ESEA waiver guidance from the U.S. Department of Education (U.S. DOE) specifies approved educator (teacher and principal) PE/PG systems must meet the following conditions (U.S. DOE, 2012a):

- Be used for continual improvement of instruction;
- Meaningfully differentiate performance using at least three performance levels;
- Use multiple valid measures in determining performance levels, including as a significant factor, data on student growth for all students (including English language learners and students with disabilities) and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
- Evaluate teachers and principals on a regular basis;
- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- Be used to inform personnel decisions.

In response, the Maine Legislature passed Maine LD 1858 (Part A) Public Law 2011. Chapter 635 Title 20-A chapter 508 defined required elements of PE/PG systems as the following:

- Standards of professional practice by which teachers and principals are evaluated (InTASC standards were adopted by the Maine Educator Effectiveness Council [MEEC], subject to approval to the Legislature;
- Multiple measures of effectiveness, including student learning and growth;
- Four-level rating system that (A) differentiates among educators based on standards of professional practice and multiple measures, and (B) attaches consequences to each level;
- A process for using information from the evaluations to inform professional development and growth;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components and a local steering committee to review and refine the system; and

- The opportunity for an educator rated “ineffective” to implement a professional improvement plan to improve the level of their teaching.

To support the creation of these new PE/PG systems, U.S. DOE issued the Teacher Incentive Fund (TIF) program (U.S. DOE, 2012b). This program was created specifically to provide support for high-need schools to develop and implement sustainable Performance Based Compensation Systems (PBCSs) for teachers, principals, and other personnel in order to increase educator effectiveness and student achievement. The TIF program requires funded school districts to create strong district-wide PE/PG systems that incorporate multiple evaluation measures including significant use of student growth in order to generate ratings that inform human capital management decisions such as hiring, retention, compensation, professional development, promotion and tenure (U.S. DOE, 2012b). The experiences and perceptions of a selection of Maine’s TIF-funded districts will be reflected in the second phase of this report and will be one part of a more comprehensive analysis of information about current PE/PG efforts through the state.

Section 1: Review of the Literature on Best Practices and Policies for Effective PE/PG Systems

There is a growing body of research on the effectiveness of specific approaches to Performance Evaluation and Professional Growth (PE/PG) systems. While the following review of the literature is not exhaustive, it presents a range of perspectives regarding the design and implementation of PE/PG systems. We first present a summary of results from recent research and a discussion of potential student growth measures for teachers of non-tested grades/subjects. This is followed by a range of recommendations on the design of effective PE/PG systems from several leading organizations. While there are many other perspectives on this issue, we believe that the research cited provides an adequate framework for Maine’s discussion, and our overview of the policy recommendations span the political spectrum on this topic. Members of the Legislature are encouraged to review the primary sources themselves, and to carefully consider the recent report from the Maine Educator Effectiveness Council (MEEC).

1.1: Policy Frameworks for Teacher PE/PG

The following section will outline three distinct PE/PG policy frameworks. The first reflects a recent publication from the National Center for Teacher Quality, an organization focused on improving teacher preparation and evaluation. The second framework is from the National Education Association (NEA)—the largest teachers’ union in the country. Finally, we present the framework of the Center on Great Teachers and Leaders (GTL), which is a collaborative effort between the Council of Chief State School Officers and American Institutes for Research.

1.1.1: The National Center for Teacher Quality PE/PG Policy Framework

The National Center for Teacher Quality (NCTQ, 2011, 2012), an organization advocating for the creation of effective PE/PG systems, compiled a review of state efforts to measure and improve educator effectiveness. In their reports, the NCTQ posits that effective and reliable PE/PG systems require the incorporation of nine distinct elements (NCTQ, 2011):

- **A data system that generates growth or value-added data** for teachers and a protocol for identifying objective student data for teachers whose work is not reflected by this data system.¹

¹ Growth models are statistical approaches for assessing how much students increase their learning and knowledge over time, based on what one would have anticipated given a student’s past performance or characteristics. Value-added models are one particular type of growth model that directly incorporates teacher or

- **Evidence of student learning as the preponderant criterion** of the evaluation instrument;
- **Teacher evaluation ratings based to a significant extent on multiple measures beyond just student test data**, including student growth or value-added data, formative assessment data, random sampling of student work, classroom observations, and other demonstrations of teaching standards;
- **Use of trained outside evaluators** to enhance and supplement the quality of feedback and support, but not to replace a principal's insight and responsibility;
- **A probationary (pre-tenure) period of sufficient length** in order to accumulate adequate data on performance on which to base decisions about teacher effectiveness;
- **A clearly articulated process for making data-based tenure decisions**;
- **Specified obligations for the district and principal to provide PG support structures** for teachers identified as poorly performing and a pre-established timeline for how long such support should last;
- **Streamlined mechanisms for dismissing consistently poor performers without stripping teachers' right of appeal** by discarding lengthy legal proceedings and keeping all decisions in the hands of those with educational expertise; and
- **A comprehensive communications plan to increase public awareness** of this new system and the problems it means to solve.

1.1.2: The National Education Association PE/PG Policy Framework

The NEA (2012) offers a somewhat different perspective on the design of teacher PE/PG systems. Specifically, they situate teacher evaluation within a model of continuous feedback and improvement. In their model, PE/PG systems have two distinct purposes: to provide formative feedback for improvement and to permit accurate and fair summative evaluations. Their framework emphasizes the following:

- **Ongoing formative assessments** to inform instruction and provide clear guidelines for professional growth;
- **Collaboration with teachers** in the selection of instruments, approach to observations, and design of system;
- **A focus on professional growth** through improved school climate, instructional leadership from the principal, and by building explicit links between school improvement, professional development, student learning and teacher evaluation;
- **Summative evaluations** that inform personnel decisions (e.g., continued employment). These should incorporate a number of distinct components to ensure a valid assessment of teachers' performance, including:
 - **Clear expectations based on stated criteria**
 - **Professional development** for teachers who do not meet these criteria
 - **Chronically ineffective teachers removed** only after exhaustive support, intervention, and due process;
- **Student growth measures should not rely on standardized test scores using a "value-added" approach.** Specifically, the NEA notes value-added models using state tests are compromised by construct underrepresentation (i.e., that a single test cannot capture the complex learning

school characteristics in order to assess how school or teaching characteristics may be related to student growth and learning over time. Note that we will use the term "growth model" to refer broadly to all type of such models, and use the names for specific types of growth models (e.g., value-added models, student growth percentiles, etc.) when narrowly referring to a single approach.

across an entire domain), differences in the characteristics assigned to teachers, differences in statistical modeling procedures, errors in testing procedures, and a lack of “actionable” information² related to the growth measure (i.e., that growth scores do not typically provide diagnostic information about why the teacher was—or was not—successful); and

- **If student growth measures are to be used, they must rely on multiple indicators of achievement.** For example, student achievement should draw upon a broad range of measures such as local assessments, student work, subject matter assessments, student learning objectives, teacher-generated information, project-based activities, and other teacher-derived sources of information.

1.1.3: The Center for Great Teachers and Leaders PE/PG Policy Framework

The Center for Great Teachers and Leaders (GTL) adopts a position between that of the NCTQ and the NEA (2012). In their framework, the GTL (2011) characterizes elements of PE/PG systems as being more or less effective at supporting desired outcomes for the system. Instead of listing a prescribed set of characteristics, GTL emphasizes the benefits and drawbacks of the two most common elements of PE/PG systems:

- **Value-added models and other growth models** can provide a relatively unbiased source of information about student learning that is comparable across schools, however, they are complicated to implement accurately, fail to inform teaching practices, are difficult to understand, and easily misunderstood/misapplied.
- **Classroom observations** are useful in documenting teachers’ instructional practices and providing useful feedback to teachers, but cannot generally measure student learning. Successful classroom observations require the selection and use of high quality instruments and adequate time and resources to train, calibrate, and recalibrate observers.

In their guidance to states and districts developing PE/PG systems, GTL recommends they consider the following 10 components:

- **Involvement of stakeholders:** How are teachers and other stakeholders involved in developing the evaluation system?
- **Nontested subjects/grades:** How will the system capture those teachers whose subjects or grades are not tested by state achievement tests?
- **Use of high-quality existing measures:** Are there already valid and reliable measures in use? Can they be used or adapted for the teacher PE/PG system?
- **Use of multiple measures:** Are there a broad range of measures used to collect information about student growth and/or teacher effectiveness?
- **Adequate allocation of funds for training and calibration:** Has the state or district set aside adequate resources to implement the system and ensure that observers and other raters are adequately prepared?
- **Determination of priorities:** Has the state/district considered the priorities for teacher evaluation? Is the goal improved teaching? Is the goal increased student learning?
- **Opportunity to improve:** Has the state/district created a professional development plan for struggling teachers?
- **Differentiation among teachers:** Has the system accounted for the varied roles of teachers across differing subject areas and grade levels? Teachers in similar circumstances (e.g.,

² “Actionable” information is defined as information that provides sufficient detail to guide professional growth plans and instructional practices.

kindergarten classroom) should be evaluated differently than teachers in other positions (e.g., high school social studies).

- **Use of multiple observers:** In cases of high-stakes decision making (e.g., tenure) has the system included multiple observations by multiple raters?
- **Analysis of student growth models:** Has the state analyzed the ability of the intended measures to yield accurate and valid information about student growth?

1.2. Performance Evaluation (PE)

Educator evaluation is not a new issue, however, since 2011 there has been an increased focus on identifying reliable and effective components of performance evaluation (PE) systems for teachers and principals. Several recent studies of early-adopter districts with new PE/PG systems examined the accuracy of various measures used to evaluate educator performance (e.g., Hanover Research, 2013; Glazerman et. al., 2010, 2011; Little, Goe, & Bell, 2009; McGuinn, 2012).

1.2.1: The Measures of Effective Teaching (MET) Project

Most recently, the MET Project, funded by the Bill and Melinda Gates foundation (Cantrell & Kane, 2013) published a comprehensive set of findings on measuring teacher effectiveness for teachers of subjects and grades that are assessed by state tests (i.e., MeCas, NECAP). The single largest study of its kind, the MET Project had three primary goals: (1) determine reliable methods to identify and predict effective teaching (while accounting for differences among teachers' students); (2) evaluate the differing impacts of composite evaluation measure models; and (3) evaluate the reliability of classroom observation practices and protocols (Ho & Kane, 2013; Kane, McCaffrey, Miller, & Staiger, 2013; Mihaly, McCaffrey, Staiger & Lockwood, 2013). Over 3,000 teachers and 900 trained observers participated in this study that was carried out in seven large school districts in "early adopter" states (CO, FL, NC, NY, PA, TN, and TX). Along with collecting extensive observation and student survey data, the study measured student gains on state math and ELA assessments, gains on several value-added assessments, and student self-reported course effort and enjoyment across multiple years.





Based on these extensive data sources and complex analyses, MET researchers summarized their key findings as follows (2013, pp. 4-5):

- **Effective teaching can be measured** (Kane et al., 2013).
 - A composite measure of effective teaching accurately and reliably predicted future student performance and attributed student achievement gains to teachers' effectiveness, not differences associated with prior achievement.
 - The composite measure included (1) value-added analysis of student test scores on state tests, (2) observations, and (3) student surveys.
- **Balanced weights indicate multiple aspects of effective teaching** (Mihaly et al., 2013).
 - Four models were examined to determine the best composite weighting for the three indicators of teaching effectiveness.
 - Predictors included in the models:
 - Student achievement gains on state tests,
 - Results of student surveys,
 - Results of classroom observations, and

- Performance on higher order assessments (see Appendix A: Table 1: MET project comparison of composite measure models and results)
- Composite models based on a 'balanced' weighting of the multiple measures provided the greatest balance of stability and reliability.
- Recommended weighting:
 - Student achievement gains on state tests: 33%-50%
 - Results of student surveys: 25%-33%
 - Results of classroom observations: 25%-33%
- Models weighting student achievement gains on state tests *at less than 33%* were the least stable and least predictive indicators of student performance on state tests and on other higher order assessments.
- **Adding a second observer increases reliability significantly more than having the same observer score an additional lesson** (Ho & Kane, 2013).
 - Researchers used a common classroom observation/evaluation instrument to determine the reliability of observations.
 - The most reliable, economical, and time-efficient observation plans combined a single observation of at least 45-minutes with multiple, short observations conducted by different observers.

Mihaly et al. (2013) examined four models to determine the best predictors of teaching effectiveness: (1) achievement gains on state tests; (2) results of student surveys; (3) results of classroom observations; and, (4) performance on higher order assessments (Table 1). The study found that while year-to-year achievement gains in Model 1 were (not surprisingly) the “best predictor” of state achievement test gains, they fell short in other ways. Specifically, achievement gains by themselves were not a good predictor of other higher order skills and were the least stable/reliable model from year to year. Models 2 and 3, in contrast, relied more heavily on weighted evidence from student surveys and classroom observations. While the incorporation of perception and observation data reduced the models’ ability to predict same year achievement gains on state tests in comparison to student achievement gain scores, these more holistic approaches were more effective at predicting gains on higher order assessments of student knowledge and proved to be more stable and reliable measures of teacher effectiveness from year to year. *Model 4, which did not incorporate student achievement gains proved to be the least accurate predictor of achievement gains on state tests and students’ performance on higher order assessments. It was also the least stable and reliable measure of teacher effectiveness from year to year* (emphasis added; MET, 2013).

Table 1: MET Project Comparison of Composite Measure Models and Results

	Model Weight %	Advantages	Disadvantages	Conclusions
Model 1 	81% achievement gains on state tests 17% student surveys 2% observations	“Best Predictor” of state achievement gains across grades and subjects	Decreased stability from year to year and decreased correlations with achievement on higher order supplemental assessments	Best predictor of gains on state tests, but not well correlated with gains on supplemental tests and least reliable/stable measure from year to year
Model 2 	50% achievement gains on state tests 25% student surveys 25% observations	Increases stability from year to year and slightly increases correlations with achievement on other assessments	Decreased the power to predict future student achievement gains on state tests	Good predictor of state test results and higher order supplemental assessments. Reliable/Stable measure from year to year.
Model 3 	33% achievement gains on state tests 33% student surveys 33% observations	Increases stability from year to year and slightly increases correlations with achievement on assessments	Decreased the power to predict future student achievement gains on state tests	Good predictor of state test results and higher order supplemental assessments. Reliable/Stable measure from year to year.
Model 4 	25% (or less) achievement gains on state tests 25% student surveys 50% observations	Decreases reliability and the correlation with other types of testing outcomes.(pp14-15	Decreased the power to predict future student achievement gains on state tests	Poorest predictor of gains on state tests, and low correlation with high-order supplemental assessments

MET researchers concluded that using multiple measures of teacher effectiveness is critical to creating valid, reliable, and useful teacher evaluations (MET, 2013). For teachers of tested grades/subjects, they recommend measuring teacher effectiveness through student achievement gains on state tests as well as including data from student perception surveys and classroom observations. They also suggested states and districts should pay increased attention to procedural issues around training and certifying observers and ensuring survey respondent confidentiality. Based on this research, PE systems should incorporate multiple observations by multiple observers into their evaluation models,

and the PE results should be used for targeted professional growth opportunities for teachers in order to increase teacher trust and investment in the PE system.

1.2.2: Teachers in “Untested” Grades/Subjects

While the MET Project addresses teachers in subjects covered by large-scale statewide testing, many teachers cover subjects not directly assessed on the state assessment (e.g., social studies, physical education, performing arts, etc.) and grades not directly assessed (i.e., grades PK, 1, 8, 9, 11, 12). **One recent estimate suggests approximately 70% of all teachers cannot be accurately assessed by growth models that depend solely on large-scale test scores** (emphasis added; Lipscomb, Teh, Gill, Chiang, & Owens, 2010; Prince et al., 2009). Other states and districts are using one or more of the following approaches to capture student learning growth in untested areas: (1) school-wide student growth models; (2) course-based assessments of knowledge; and (3) student learning objectives. These are described in more detail below.

1.2.2.1: School-wide student growth measures

Another approach is to use school-wide growth measures where every teacher in the school has a shared stake in the progress of children in tested areas such as math and reading. Through this method, teachers are partially evaluated by the overall progress of the students at their school regardless of whether they personally taught the subject area covered by the student testing. Key indicators may include any combination of large-scale or locally developed assessments. Benefits of this approach include the ability to capture a wider range of instructional settings and content types. There are also significant drawbacks, including the risk of hiding inadequate performance for individual teachers and a perception that strong teachers bear a disproportionate amount of the load for student improvement.

1.2.2.2: Course-based assessments

An alternative approach to assess learning in untested areas is to create course or subject-area assessments. In this approach, each course or subject uses a pre and post-assessment of knowledge to show students’ learning gains. While attractive for their simplicity, course-based assessments present several challenges. First, course-based assessments will differ in design and purpose from school to school so that student achievement results are not directly comparable. Secondly, variability between assessments and major differences in the content measured make it difficult to equitably compare across subjects. Consider the following two scenarios:

Teacher A is a primary school art teacher. At the beginning of the year, he has each of his students complete a 15-item assessment to determine their level of knowledge of 2-D design principles. Ten items have a correct answer, while the remaining five items must be scored according to a 4-point performance rubric designed by his district.

Teacher B is a high school foreign language teacher. At the beginning of the year, she has each of her students complete a 50-item test covering Spanish grammar, common phrases, and a short performance of conversational Spanish with a classmate. Each of the items is scored, and the conversation is scored using a rubric designed by the teacher, who observes the interaction.

Students in each course are then re-assessed at the end of the year. Both situations can yield scores reflecting student gain in knowledge, but those scores represent substantively different levels of knowledge in topics, and are not directly comparable. The assessment instruments are also different in terms of length, performance required, and level of complexity. As a result, the gains made by these two groups of students are not directly comparable, nor is the interpretation of teacher effectiveness. If

these same assessments were used in many districts—or statewide—then statistical controls could be applied to make the results more interpretable. Should Maine choose to use common course-based assessments for a large number of schools (or districts), then this approach could lead to an adequate measure of student growth for teachers in non-tested areas. In the current environment of local decision making, results would be relatively idiosyncratic and may lead to inaccurate comparisons of student growth.

1.2.2.3: Student learning objectives

A third approach to documenting student growth is through the use of *student learning objectives* (SLOs). SLOs are learning targets established by teams of educators for individuals and groups of students. SLOs may be based on daily work, portfolio assessments, or other measures of student achievement. Research suggests that SLOs can provide an objective measure of student growth if the proper measures are taken to ensure validity and reliability. They also have the potential to increase teacher effectiveness through formative feedback. However, similar to the limitations of course-based assessments, SLOs suffer from a lack of coherent targets for performance, dissimilar nature of the content measured, and general methodological issues such as small samples, lack of standard procedures, and under-representation of the content to be measured (e.g., Community Training and Assistance Center, 2008).

1.3: Effective Approaches to Professional Growth (PG)

The creation and implementation of teacher PE systems have received the bulk of attention from stakeholders and researchers; however, the NCTQ, NEA, and GTL all emphasize the importance of an alignment between PE and PG systems to reflect the true purpose of reform efforts: to improve teaching practices and student learning (NCCTQ, 2010; NCTQ, 2011; NEA, 2011). Unfortunately, many current state systems are heavily focused on reactive PG systems and sanctions to address “ineffective” evaluation results (Goe, Biggers & Croft, 2012). Such systems often fail to provide teachers with the high-quality, meaningful feedback needed to create targeted professional development plans, and in turn, better teaching practices (NCTQ, 2011; NEA, 2011). As states develop and implement teacher PE/PG systems in response to federal and state priorities, they should focus on designing evidence-based systems that not only document student growth, but also better inform professional growth. Keeping this dual goal in mind during the design and implementation of PE/PG systems from the onset will help ensure that results from performance evaluations will lead to improved teaching practices and student outcomes (Goe et al., 2012).

1.3.1: Research on PG Systems

A recent summary of existing research by Archibald, Coggshall, Croft, & Goe (2011) identified features of PG systems that are most likely to improve student learning. The most effective systems were found to:

- Reflect high levels of teacher investment and inclusion throughout the planning process;
- Align with state and district standards and assessments, and other professional learning activities including formative teacher evaluation;
- Focus on core content and modeling teaching strategies for the content;
- Include opportunities for active learning of new teaching strategies;
- Provide opportunities for collaboration among teachers; and
- Include embedded follow-up and continuous feedback.

Goe, Bell, and Little (2008) and Goe et al. (2012) suggest that alignment of evaluation with growth in PE/PG systems begins with establishing a working definition of teacher effectiveness. This definition should be reflected in the adopted teaching standards upon which the evaluation system is based. In Maine, the InTASC standards have been recommended by the Maine Educator Effectiveness Council (MEEC) as the set of teaching standards, pending legislative approval. These standards act as a foundation that defines key indicators of teacher effectiveness, high-quality teaching practices, evaluation measures, and provides a guide for future conversations around improving instructional practices. These standards also form the basis for professional growth plans and provide educators with a common language during professional development planning and coaching sessions. If inadequate student growth is evident, the standards provide a specific diagnostic framework to determine which standards are not being met and how that may impact student outcomes. Likewise, when there is strong evidence of positive student growth, these areas of strength can be more easily identified by specific standards and connected back to successful changes in practice (Goe et al., 2012).

If the primary stakeholders (teachers, administrators, parents) clearly understand the purpose of high-quality standards for instruction and multiple standards-based measures of teacher effectiveness, the resulting shared support and commitment can result in higher quality professional development for educators. While all three partners are valuable for developing quality PG systems, it should be noted that teacher buy-in has been identified as the single most important characteristic of high-quality professional development (Archibald et al., 2011). Therefore, cultivating teacher buy-in from the start is critical to improving teacher practice. In the most effective PG systems, teachers have been involved in designing the PE/PG system at every level. They contribute to the implementation of the system by providing their insight and expertise as they learn about the adopted standards and evaluation measures. As a result, their involvement gives them a sense of ownership over their professional development.

1.3.2: Actionable Information for PG

While multiple measures are critical to a high-quality PE/PG system, certain types of measures are particularly valuable in regards to the professional growth component. These include classroom observations, student surveys, and other formative data (e.g., parent surveys). Standardized test scores and growth models are also valuable as a component of a PE/PG system, but they provide little actionable information about how to change teacher practice and improve student learning. Evaluation models that yield rich “*actionable information*” help teachers understand how their specific practices impact student learning. From this understanding, teachers can make informed adjustments to their teaching and continue to examine student outcomes in reference to their teaching practice (Goe, Holdheide, and Miller, 2011).

While classroom observations may not accurately predict student growth as a measure of teaching effectiveness, they are widely seen as the strongest form of actionable information for professional growth. Researchers have found that high-quality classroom observation improves mid-career teacher performance, both during the period of evaluation and in subsequent years (e.g., Taylor & Tyler, 2011). High-quality classroom observation includes a feedback session conducted by a trained evaluator so that teachers can receive and discuss expert feedback. This feedback session should be focused on instructional standards and improvement as well as offer recommendations for changes in practice (Danielson, 2010; Milanowski, 2004). The evaluation process should provide an ongoing opportunity for constructive feedback and discussion about effective teaching and learning. For example, Allen, Pianta,

Gregory, Mikami, and Lun (2011) examined the efficacy of a teacher professional development program based on the evaluation tool CLASS-S (Classroom Assessment Scoring System-Secondary). In this system, a web-based coaching program guided teachers in the intervention group about how to increase student motivation and engagement. Teachers in the intervention group were then evaluated by peers using videos of lessons and the evaluation-tool indicators to identify strong and problematic teacher-student interactions. Peer evaluators provided feedback through the secure web-site and a 30-minute conference twice a month for an entire school year. Teachers in the treatment group saw an average increase in scores during the course of the intervention year and that gain continued throughout year two of the study, even after the end of the intervention in year one. This finding suggests that there is an cumulative effect of high-quality professional development, but to be successful, professional growth efforts must be sustained over time and include continuous feedback (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

There are advantages and disadvantages to different types of classroom observation formats and the resulting quality of the instructional feedback loop (Goe, Holdheide, and Miller, 2011; Table 2). Specifically, in-person classroom observations offer evaluators a chance to observe subtleties of classroom dynamics in real time and can capture ‘snapshots’ of teaching effectiveness in action. These in-person evaluators, most often building administrators or other district staff, tend to have prior knowledge of the teaching context and the specific challenges a teacher might face from year to year. However, existing on-site evaluator(s) may or may not have received adequate training in either the evaluation process or the best methods for supporting teachers to improve their practices. Training and use of existing personnel to serve as evaluators requires substantial ongoing investments—including continued quality control checks of all evaluators and new training for new evaluators due to staff transitions. Certified external evaluators can be used, but requires an even greater financial commitment. For districts that have not received additional funding to implement these kinds of high-quality classroom observation measures, the costs can be prohibitive, but are necessary to ensure reliable and valid observations.

In response to this dilemma, one approach used by districts in other states is to use videos to capture instructional practices without an evaluator being physically present. Video observation systems may offer a less expensive alternative that generates comparable data across schools and districts and may support organizational decision making by identifying larger professional growth needs. While this type of system may increase efficiencies and reduce the burden for administrators, a significant limitation of these recordings is that they will not provide enough information for teachers to improve their teaching practices unless the system includes additional supports for meaningful professional growth feedback (Goe, Biggers & Croft, 2012). Other research has found that video analysis conducted by trained raters can offer a more complex view of instructional practices and classroom dynamics and also provide a rich resource for communities of practice by enabling dialogue focused on student learning instead of teacher actions (Seago et al., 2004). Video observations of lessons can also capture student-teacher interactions/communications and can offer insight into varying levels of student knowledge construction (Goe et al., 2012). Ultimately, it is important for states and districts to keep in mind that video analysis of classroom observations may benefit teachers’ professional growth, but only if properly designed and implemented (Seago, 2004; Sherin & van Es, 2005).

Table 2: Classroom observation approaches and their supports for professional growth

	Strengths	Weaknesses	Issues to consider
In-person classroom observations	Formative evaluation to be used for instructional improvement; May identify broad professional growth needs across school / district	Evaluators often receive inadequate training and support; Expensive; considered less objective	Costs (Time/Resources); Quality/Reliability of observations; Training for Evaluators; Efficient data collection and dissemination system
Video classroom observations	Highly trained raters can examine results; greater reliability; less expensive (fewer local evaluators needed); easier to generate and use aggregate data to identify trends	Low opportunity for teacher/evaluator interaction; little individualized feedback on practice	Repeated opportunities to collect/view/analyze teaching practices; Calibrating evaluation tools to ensure reliability of results; Secure storage and access permissions; Interpreting results into effective PG goals

1.3.3 PG Supports

The body of research on PG systems also suggests that principals, teachers, instructional leaders, and coaches should be provided with sufficient training, required to pass an evaluation certification test, and periodically required to calibrate their skills with other evaluators to maintain the quality and reliability of the system (Jacob and Lefgren, 2008; Ho and Kane, 2013). Principals are typically cast into the role of primary evaluator, yet research suggests they often lack appropriate coaching skills to help teachers improve their instruction (Sartain, Steolinga & Brown, 2011). To be effective, school leaders need adequate training in translating instructional standards and evaluation measure results into PG opportunities for their teachers. An administrator's skill as a translator and instructional coach can be demonstrated by the following actions (Goe, Biggers, Croft, 2012):

- Identify opportunities for teachers to meet their PG needs,
- Provide support for building-based communities of practice,
- Provide accessible and effective mentors/coaches for teachers, and
- Advocate for external supports and training for their staff that meets both individual and school improvement goals.

Effective PG systems may also require structural changes in the central office to support the alignment of evaluation results and professional growth, such as providing administrators with easy to use data on teacher evaluation results in order to prioritize and plan district-wide professional development offerings that align with teacher needs (Goe, 2012).

1.3.4 Conclusions on PE/PG System Quality and Alignment

In summary, high-quality, aligned PE/PG systems ensure teacher buy-in by including teachers at every stage of development, provide adequate supports for principals and other evaluators, and create a system through which evaluative feedback can be used as actionable data for teachers' professional growth. Goe et al., (2012) recommend educational leaders reflect on the following questions to

evaluate the quality and alignment of their current PE/PG system with their adopted teaching standards.

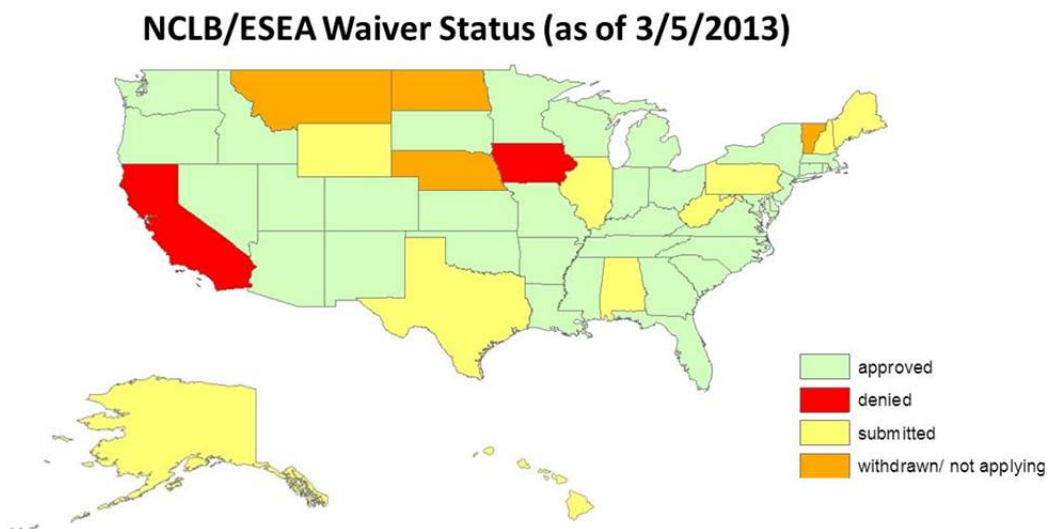
- How do you assess a school's professional learning community?
- What type and amount of resources (time, money, and data) are necessary to support teacher learning about student achievement and growth?
- How are professional learning opportunities informed by current PE results and are those opportunities based on adopted standards and research-based principles of learning?
- How are evaluators and PG support leaders trained to assist teachers in understanding standards and interpreting PE results into actionable information for PG improvements?

If states and districts emphasize that the key role of the performance evaluation and professional growth system is to improve teaching and learning, teachers are more likely to invest in their own professional growth. A clear understanding of the adopted teaching standards provides a common language of expectations, purposes of professional learning activities, and clear paths to teaching practice improvement

Section 2: Review of PE/PG System Implementation – National Level

2.1: Overview

In the national context, there are currently 34 states (and Washington, DC) that have had their ESEA waiver applications approved by U.S. DOE (Figure 1; Center for Education Policy, 2013; U.S. DOE, 2013a). These states will receive flexibility in meeting certain aspects of ESEA requirements in return for demonstrating progress on the waiver criteria as outlined in their applications. While Iowa and California had their applications denied, Iowa has indicated it will continue to work on its application for resubmission and several individual districts in California have announced that they will apply for waivers. Ten states, including Maine, submitted their applications during the 2012-2013 cycle and are awaiting the results. Vermont and North Dakota both withdrew their applications and Montana has announced that they will not seek a waiver under the 2011 regulations specified by U.S. DOE (Center on Education Policy, 2013).



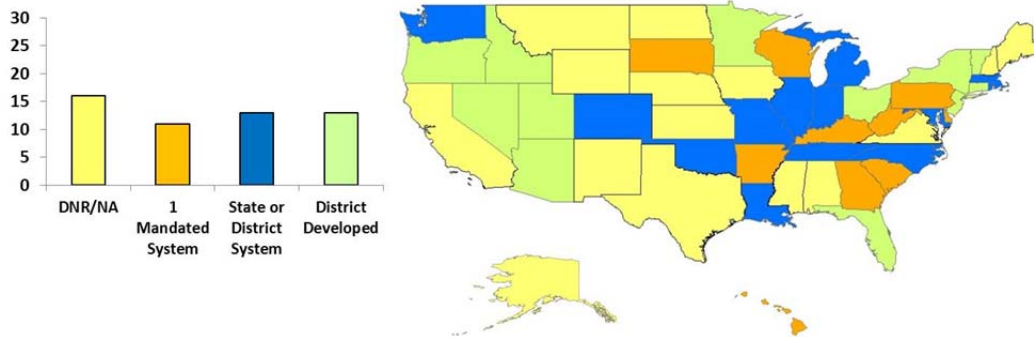
Sources: U.S. DOE *ESEA Flexibility* website and Center for Education Policy *Waiver Watch* website

Figure 1. U.S. DOE ESEA Flexibility Waiver Status

2.2: Implementation of PE/PG Systems—National Level

The National Comprehensive Center for Teacher Quality (NCCTQ) now the Center on Great Teachers and Leaders (GTL) reports that states are approaching PE/PG system development in a variety of ways, including: creating one evaluation system for all school districts (11 states), giving districts a choice of one system from three preferred systems (1 state), allowing districts to opt-in to the state-created system or create their own (12 states), and leaving it in the hands of districts to create evaluation systems that comply with a state-provided framework (13 states; Figure 2). Currently, most states require districts to include stakeholders in the development process, and once developed, the plans must be submitted to the state for review to ensure they meet the required ESEA waiver criteria before they are approved. Maine's current implementation of PE/PG policies most closely resembles the district-developed approach.

Evaluation system development responsibility in current/pending PE systems by state



Source: NCCTQ: Databases on State Teacher and Principal Evaluation Policies (STEP/SPEP Databases)

Figure 2. Evaluation system development responsibility in current/pending PE/PG systems by state

As result of increased requirements for regular collection of evaluation measures and results, the National Council on Teacher Quality (NCTQ) documented how states are shifting and shortening their evaluation cycles. For example, 43 states require all new teachers to be evaluated annually, and 23 others now require annual evaluations for all teachers (NCTQ, 2012). Another important change occurring in a majority of states is that teacher ratings must be differentiated into multiple performance levels. Specifically, 25 states “require teacher evaluation systems include multiple categories for rating teacher performance, allowing for more meaningful differentiation in teacher performance... than simply ‘effective’ or ‘not effective’” (NCTQ, 2012).

2.3: Use of Student Growth – National Level

One of the most contested elements of proposed PE/PG systems is the requirement to incorporate measures of student performance into teacher performance evaluations. A recent report by the Center for American Progress found that currently nearly 75% of all states (36) have changed their teacher evaluation policies, and 35 states now require student achievement measures as a component in their teacher PE/PG systems (McGuinn, 2012). As addressed in Section One of this report, one of the most sensitive decisions in designing an evidence-based PE/PG system is determining how much weight to assign to student growth data in the overall evaluation of an educator (Figure 3).

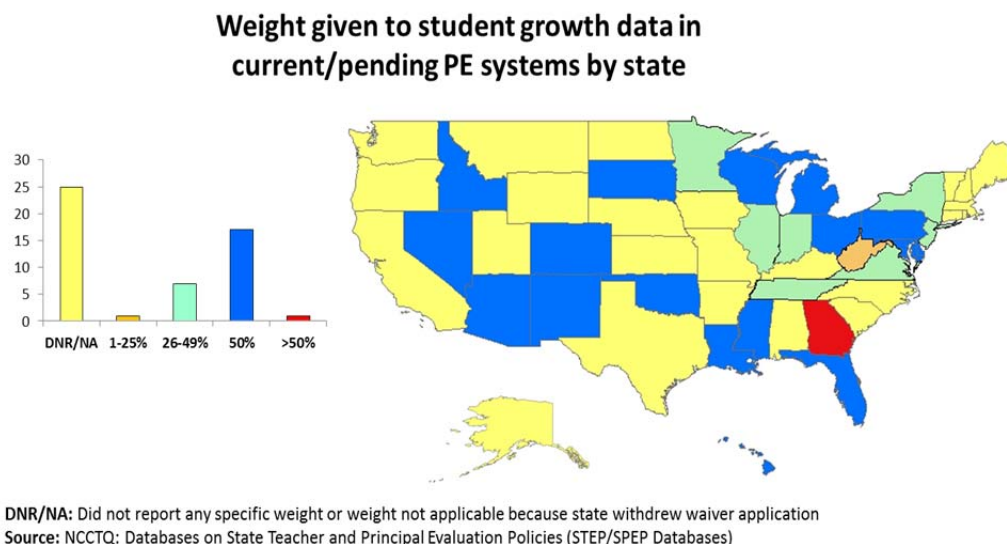


Figure 3. Weight given to student growth data in current/pending PE systems by state

Of the 32 states that have determined the weight of student performance data in their teacher PE/PG systems, the majority (18) have mandated that 50% of the evaluation consist of objective measures reflecting student growth. The majority of states have selected weights that correspond with the MET report recommendations to include student growth data at between 33-50% of teacher performance evaluation (MET, 2013). For states that have established weights, only West Virginia is at a level lower than recommended by the MET report, and Georgia is the sole state to require student growth at more than 50% of the total performance evaluation score. There are a number of states, including Maine, that have not yet established the minimum weight for student growth measures.

2.4: Other Measures of Effective Teaching – National Level

In addition to student growth, many states are using observations, student surveys, and other measures of teacher effectiveness in order to provide educators and their supervisors with a comprehensive evaluation of teacher performance (Figure 4). Coupled with student growth data, these sources of information provide teachers with actionable information that may lead to specific improvements in teaching practice and professional growth (Goe et al., 2012). Currently, 39 states require annual observations of classroom instruction, and 22 of those states require multiple classroom observations each year. For novice teachers, 17 states specify that observations of new teachers must occur early in the school year in order to provide opportunities for early feedback and intervention for teaching practices (NCTQ, 2012). Twenty-one states require observations for their principal PE/PG systems (NCCTQ, State Comparisons Database). In addition, many state evaluation documents specify that their state plans to allow districts flexibility to select additional measures deemed appropriate for their schools and context (Center on Education Policy, 2013).

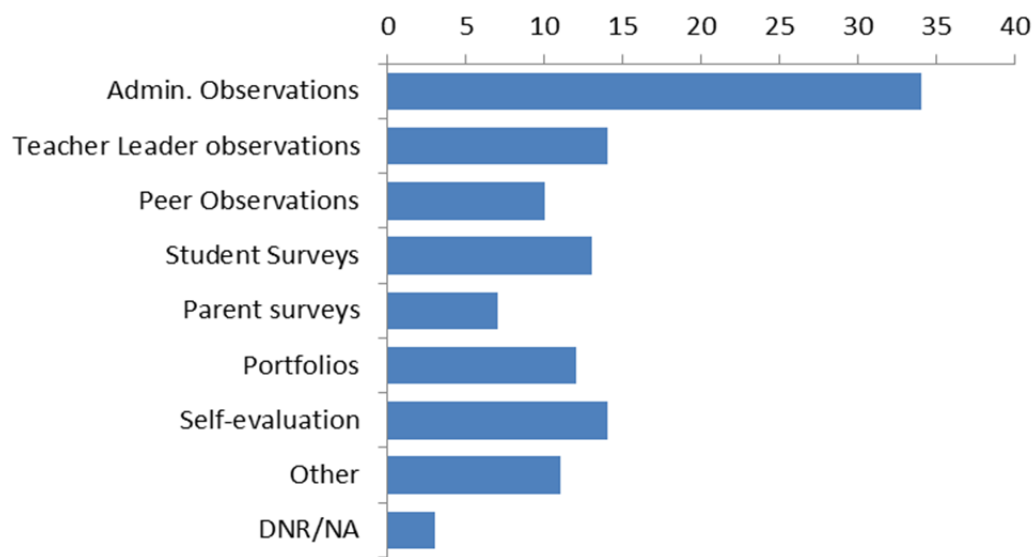


Figure 4. Number of states using various evaluation measures in PE system

2.5: Characteristics of High Quality PE/PG Systems – National Level

While the performance evaluation element of PE/PG systems may provide a new level of understanding about what makes effective educators, many states are also striving to harness that information to provide more meaningful professional development opportunities for their educators. In their comparison of states' efforts to develop high-quality PE/PG systems, the Center on Great Teachers and Leaders (Goe et al., 2012) concluded that effective PE/PG systems have:

(1) High-quality standards for instruction:

Twenty-five states have aligned their standards for instruction to the InTASC standards or a combination of InTASC and other high-quality standards.

(2) Multiple standards-based measures of teacher effectiveness:

Forty states are at least recommending the use of multiple standards-based measures for evaluating teacher effectiveness. Thirty-five states require student achievement to be one of the measures used, and of those, 29 require observations for all teachers. Ten states have requirements for observation instruments; 19 states provide recommendations for observation instruments.

(3) High-quality training on standards, tools, and measures:

The quality and extent of training on standards and measures used in PE/PG systems is not well documented in the existing record; however, there is a critical need for adequate training of principals, other evaluators, and teachers on the new PE/PG systems.

(4) Trained individuals to interpret results and make professional development recommendations:

States vary in terms of support and responsibility for interpreting and responding to PE/PG findings. Eight states address this at least in part centrally, and provide their teachers with training to use the data to inform teacher practice. In contrast, other states place the responsibility—to varying degrees—on districts. For example, 18 require districts to provide training or other oversight to verify that evaluation tools are being used with fidelity and that there is inter-rater reliability between evaluators. Six states require school districts to take responsibility for implementation training and reliability (NCTQ, 2012). There is presently no data on the number of states that require supervisors to have the capacity to interpret results and provide professional development recommendations.

(5) High-quality professional growth opportunities for individuals and groups of teachers:

Finally, nationally there are also several general models for providing professional growth opportunities to teachers. Not unexpectedly, twenty-one states require targeted intervention and professional development for their lowest performing teachers. Often, this is applicable for teachers ascribed one of the bottom two overall effectiveness ratings, or teachers who received the lowest rating on one or more individual components of the overall rating. However, ten states require targeted professional development opportunities for *all* teachers, regardless of their evaluation rating. Similarly, post-observation or evaluation conferences for all teachers are required by 11 states, and 18 states require teachers to receive copies of written feedback and/or their evaluation report (NCCTQ, State Comparisons Database).

2.6: Impact of PE/PG Systems on Personnel Decision-Making – National Level

Perhaps the greatest challenge for states implementing PE/PG systems involves determining how evaluation results will impact personnel decisions. In most states, the current *modus operandi* for continuing contract teachers is to award promotion and salary increases based on length of service and degrees earned with little weighting of ongoing teacher performance. This is rapidly changing, as new PE/PG systems make teacher effectiveness data more readily available and comprehensible. Already, nine states require student achievement to be heavily weighted in the decision to award teachers initial tenure (NCTQ, 2012).

2.7: Costs of PE/PG Systems – National Level

The Center on Education Policy (CEP) survey of states on their perspectives on ESEA waivers found that:

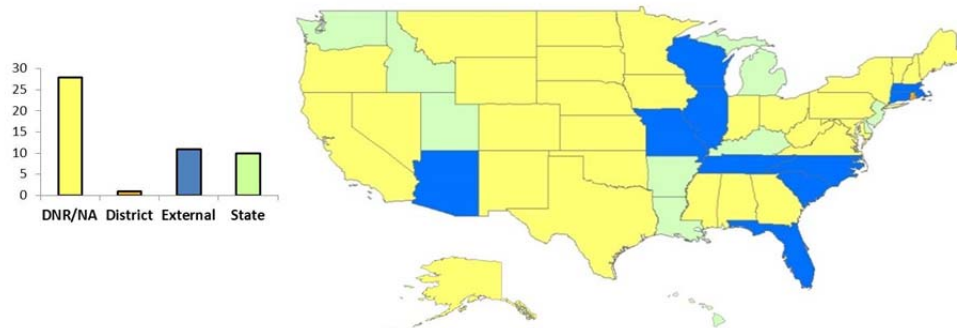
a majority of the responding states (24 of 38) expect the new evaluation and support systems for teachers to cost more to implement than the comparable NCLB requirements. Eight states estimated that the new teacher systems would cost about the same as under NCLB, and three said it was too soon to tell; no state anticipated that the new systems would cost less (2013, pp. 8).

Additionally, officials from three other states explained that, “while these systems were likely to cost more, their states had already planned to implement the systems regardless of whether they received a waiver” (CEP, 2013). Similarly, states estimated the cost of new principal PE/PG systems to be about the same as for the teacher systems (CEP, 2013). It is likely that the additional requirements for a PE/PG system in Maine will result in increased costs to schools and districts.

2.8: Need to Study Implementation of PE/PG Systems – National Level

Given the high stakes and costs involved, it is critical that states have a plan for evaluating the effectiveness of PE/PG systems and barriers and opportunities to successful implementation. Twenty-two states have designated either their department of education (10 states), school districts (1 state), or an external evaluator (11 states) as the entity responsible for systematically evaluating the effectiveness of their new teacher evaluation systems (Figure 5). Sixteen states have a plan in place to evaluate their principal PE/PG systems. By building in a plan to assess the effectiveness of new PE/PG systems, states can increase the likelihood that resources are not wasted. Additionally, an unbiased study of the implementation of these systems can inform ongoing improvements to evaluation and professional development processes and shed light upon the most effective instructional and leadership practices.

Responsibility for evaluating effectiveness of current/pending PE systems by state



Source: NCCTQ: Databases on State Teacher and Principal Evaluation Policies (STEP/SPEP Databases)

Figure 5. Responsibility for evaluating effectiveness of current/pending PE/PG systems by state

Part 3: Summary of PE/PG Systems in Maine and “Sister” States

The third section of this report provides a snapshot of six states’ progress implementing their teacher PE/PG systems. States were chosen using the following criteria:

- (1) Documented progress implementing PE/PG systems;
- (2) Identified as having common characteristics with Maine (i.e., rural districts, emphasis on local control); and
- (3) The states represent a range of PE/PG implementation from beginning to advanced.

Using these criteria as a guide, we selected Maine, Vermont, West Virginia, Kentucky, Indiana, and Colorado. The snapshot of Maine is intended to provide a comparative framework for the other states included, and may help to identify the most significant areas of progress and needs going forward.

Of the states we chose, Vermont and West Virginia are the most similar demographically, while Colorado provides an example of a state that has rural districts, strong local control, has been implementing their new PE/PG system for a few years, and has heavily invested in their new system. Indiana shares some characteristics in common with Maine, such as a number of geographically disbursed rural districts, but like Colorado, it is quite different with some large urban districts. We selected Indiana because it is in between those states that are still in the development phase for their PE/PG systems (e.g., Maine, Vermont, West Virginia) and the one that is nearly fully implemented (Colorado). The state snapshots presented in this section are a summary of more detailed information presented in the Appendix. These data were compiled from a number of sources including the National Center for Teaching Quality, the Measures of Effective Teaching report from the Bill and Melinda Gates Foundation, the Center for Educational Progress, the National Comprehensive Center for Teacher Quality, and a variety of other sources including individual states’ department of education websites.

Colorado PE/PG System Profile:

Colorado was an early adopter of educator evaluation reform enacting Senate Bill 10-191 in 2010. Colorado has received NCLB Waiver approval and RTT award.

Agency responsible for PE/PG system development:

State allows districts to opt-in to state developed model or district may design own model that demonstrates same level of PE/PG quality. System is based on InTASC and other state's standards.

PE Model includes: 4 performance levels, state developed observation rubric, **evaluation must be based on at least 50% student growth measures***, recommends use of other measures such as classroom artifacts, teacher portfolios, peer reviews, and student/parent surveys.

PG Model includes: Teacher Development Plan, Remediation Plan (if necessary).

Pilot Process: In 2012-13, all districts must demonstrate implementation of Colorado Model Evaluation System in 2013-14, 2014-15 actions can be taken based on ineffective or partially effective ratings.

Costs: Estimated one time start up costs of \$53.00 per student and ongoing costs of \$530 to \$3800 for effective to ineffective teachers related to increases in training, data analysis, evaluation costs.

State assumed costs and responsibility for development piloting of model, stakeholder surveys, creation of content specific assessment tools, training materials, evaluation data reports and development of new student tracking system to link students to teachers. Specific totals of these costs and source of revenue to pay for the CMES is not specified. Any district that chooses to not use state developed assessment tools and materials will incur additional costs.

State Provided Resources: Resource bank and implementation support.

HR use of Evaluation Results: 'Probationary teachers need to receive 3 consecutive years of effective to receive tenure, Veteran teachers receiving two 'ineffective ratings have 1 year to demonstrate improvement or face termination.

* See Appendix A: State PE/PG System Overview-Colorado for more information about student growth measures

CO

Number of Teachers: 48,542

Number of Students: 843,316

Number of Schools: 1,835

Number of Districts: 178

System Validation/Evaluation: Does not specify if or how evaluation data will be validated, if teachers will be provided with training to use evaluation data to inform teaching practices, or how the CMES will be evaluated to determine its impact on improving teaching practices and student learning.

Identified Strengths: Unique partnerships between CO DOE and Colorado Legacy Foundation, a well funded non-profit group assisting the state in education reform.

Identified Needs: Has received a lot of attention from research and policy groups, but no specific evaluation or data validation system in place to link PE/PG reform to student learning outcomes.

Similarities to Maine: High local control but many districts without adequate resources to develop high quality model system without state support.

Differences to Maine: Early reformer and high level of state involvement in PE system development.

Additional Information:

District and School Performance Frameworks:
<http://www.cde.state.co.us/accountability/PerformanceFrameworks.asp>

State Model Evaluation System Fact Sheet:
http://www.cde.state.co.us/Communications/download/FactSheets/SMES_FactSheet.pdf

Indiana PE/PG System Profile:

Indiana began their educator evaluation reform in 2011 as required Indiana Public Law 90, the Teacher Evaluation Law. Indiana has an approved NCLB Waiver but has not received an RTT award.

Agency responsible for PE/PG system development:

State designed teacher evaluation model; districts have the choice to adopt state system or develop their own system. State teaching standards are aligned with InTASC standards.

PE Model includes: 4 performance levels, state recommended frameworks. State model (RISE) required observations but does not specify frequency. There are two different state approved evaluation rubrics: Indiana Teacher Effectiveness Rubric and the Teacher and Student Advanced Peer Assistance and Review (TAP/PAR). RISE model recommends all teachers have minimum of two 40 minutes observation and three 10 minute observations. **Objective measures of student growth scores must “significantly inform” evaluation where teachers with growth data for at least half of classes use 50% student growth model and teachers with limited growth model data use 40% growth data.*** School may use additional measures if appropriate as long as they are “rigorous measures of effectiveness”.

PG Model includes: All teachers are on annual evaluation cycle. State requires remediation plan for teachers rate “ineffective”.

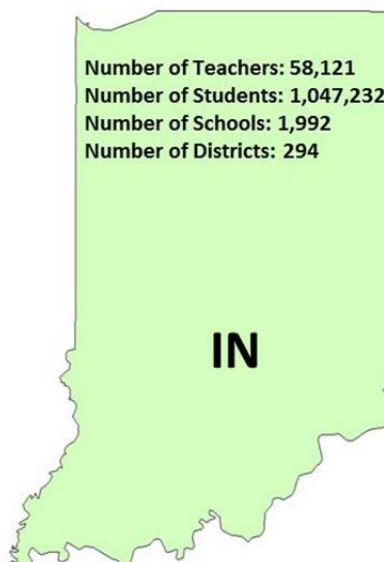
Pilot Process: 2011-12 RISE pilot launched. 2012-13 statewide implementation of RISE v2.0.

Costs: Not specified.

State Provided Resources: State requires acceptable standard for training evaluators. State provides technical assistance support from Educational Services Center and The New Teacher Project to train districts that adopt RISE Model using a Train the Trainer model.

HR use of Evaluation Results: Contract with veteran teacher can be cancelled if receive ‘ineffective’ rating for two consecutive years or three out of five years. Raises cannot be given to teachers not rated effective or highly effective. Local salary scales now required to be based on combination of years of experience, content area degrees and teacher evaluation results.

* See Appendix A: State PE/PG System Overview- Indiana for more information about student growth model data.



System Validation/Evaluation: Data validation is being developed through Learning Connection, a web-based interface open to stakeholders. RISE model will be modified based on stakeholder feedback. State contracting research to assess correlation between student growth model scores and observation ratings in response to pilot review report feedback.

Identified Strengths: High level of state support in terms of choice, training and materials. PE system uses multiple measures of teacher effectiveness. State has plan to evaluate and research PE/PG system outcomes.

Identified Needs: Other evaluation measures are not specified, only that they must be ‘rigorous’.

Similarities to Maine: Many rural districts.

Differences to Maine: Early adopter of educator effectiveness reform, higher level of state involvement and support for reform efforts.

Additional Information:

Indiana DOE Growth Model FAQ's:

<http://learningconnection.doe.in.gov/GrowthModel/ModelFAQs.aspx>

Indiana Department of Education: “RISE 2.0 Handbook,”

<http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%20%200%20final%284%29.pdf>

Kentucky PE/PG System Profile:

Kentucky an early adopter of educator evaluation reform enacting KRS 156.557 and 704 KAR 3:345 in 2012. Kentucky has received NCLB Waiver approval and RTT award.

Agency responsible for PE/PG system development:

State allows districts to opt-in to state developed model or district may design own model that demonstrates same level of PE/PG quality. State system is based on Danielson (2011) Framework for Teaching which is aligned to InTASC.

PE Model includes: 4 performance levels, state developed observation rubric, PE system required measures include Observation, Student growth data *, Self-reflection, Student Survey (Tripod Survey).

PG Model includes: Teacher Growth Plan is mentioned but school district is responsible for determining the alignment and actions between PE system results and professional growth plans/opportunities.

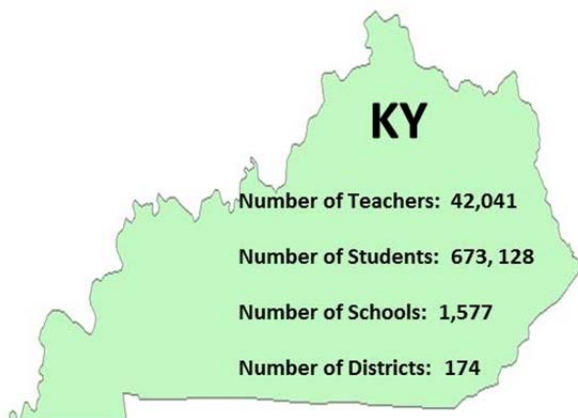
Pilot Process: 2013-14, all districts must demonstrate implementation of Teacher Professional Growth and Effectiveness System (TPGES) in 2014-15, by actions can be taken based on ineffective or partially effective ratings.

Costs: Not specified.

State Provided Resources: Resource, Materials on KYDOE website, Professional learning Communities (PLCs) and implementation training planned for Summer 2013.

HR use of Evaluation Results: State mandates evaluation results be used for dismissal but does not specify timeline for actions.

* See Appendix A: State PE/PG System Overview-Kentucky for more information about student growth measures



System Validation/Evaluation: Does not specify if or how evaluation data will be validated, or if teachers will be provided with training to use evaluation data to inform teaching practices. The TPGES will be evaluated by KY DOE to determine its impact on improving teaching practices and student learning.

Identified Strengths: PE system requires multiple measures including validated student survey. Teacher leaders are working with established Personal Learning Communities (PLCs).

Identified Needs: Requires annual evaluation only for non-tenured teachers; veteran teachers are evaluated every three years. No established plan for data validation or evaluation of PE/PG system to connect reform efforts with student outcomes.

Similarities to Maine: High local control but many districts without adequate resources to develop high quality model system without state support.

Differences to Maine: Early reformer and moderate level of state involvement in PE system development.

Additional Information:

KY DOE Effective Teachers:

<http://education.ky.gov/teachers/HiEffTeach/Pages/default.aspx>

State Model Evaluation System Overview:

<http://education.ky.gov/teachers/HiEffTeach/Pages/PGES--Overview-Series.aspx>

West Virginia PE/PG System Profile:

West Virginia began educator evaluation reform recently enacting 2012 W. Va. Acts, H.B. 4236 and West Virginia Board of Education Policy 5310. West Virginia has submitted a NCLB Waiver application but has not received an RTT award.

Agency responsible for PE/PG system development:

State has developed and is currently piloting a PE model based on the West Virginia Professional Teaching Standards, which are not directly aligned with INTASC standards.

PE Model includes: 4 performance levels, and state developed observation rubric. The state system required measures include observation, and required to use 20% student growth data *, other types of measures not specified but must align to each of the other five standards to comprise the other 80% of the evaluation model.

PG Model includes: Required mentors for novice teachers, specific requirements for improvement plans for novice and 'advanced progression' teachers that include evidence of meeting West Virginia Teaching Standards.

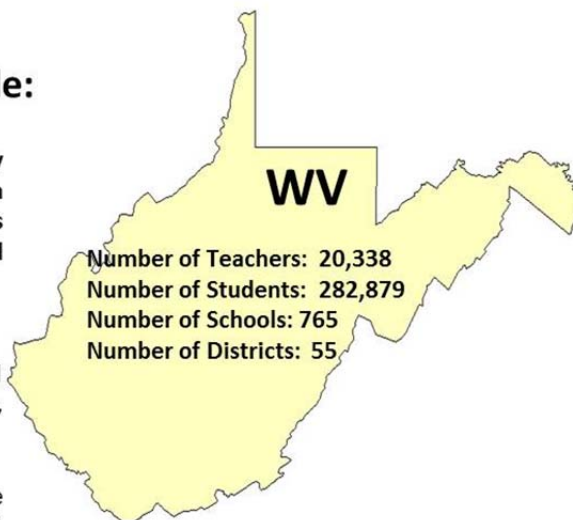
Pilot Process: In 2011-12 School Improvement Grant schools participated in pilot of new evaluation system. Currently, collecting survey data from teachers and principals on working conditions and evaluation system pilot.

Costs: Not specified.

State Provided Resources: Resource materials, instruments, Tutorials on WV DOE website. Center for Professional Development and State Board of Education will provide training for administrators responsible for conducting evaluation. State created West Virginia Education Information System to facilitate calculation of performance levels for each standard and an overall summative rating. School growth scores for math and reading are automatically provided by this same system.

HR use of Evaluation Results: Not Specified.

* See Appendix A: State PE/PG System Overview – West Virginia for more information about student growth measures



System Validation/Evaluation: Does not specify if or how evaluation data will be validated, or if teachers will be provided with training to use evaluation data to inform teaching practices.

Identified Strengths: State provides observation rubric.

Identified Needs: Teachers with more than 5 years experience and without an 'ineffective' rating evaluated every three years. WV standards not tied directly to any commonly used standards. No specified plan for how evaluation results will be used in HR decisions, how data will be validated and how PE/PG system reforms will be connected to student outcomes.

Similarities to Maine: High local control but many districts without adequate resources to develop high quality model system without state support. Recent waiver applicant, does not have RTT funds to support PE/PG reform.

Differences to Maine: Has begun PE/PG work and developed pilot system with requirements for student growth data.

Additional Information:

WV Teaching Standards:
<http://wvde.state.wv.us/teachwv/profstandards.html>

West Virginia Teacher Evaluation Pilot Overview:
<http://wvde.state.wv.us/teacherevalpilot/>

Vermont PE/PG System Profile:

Vermont began their educator evaluation reform in 2011 as required by a condition in the state's acceptance of federal stimulus funds under the *American Recovery and Reinvestment Act*. Vermont has withdrawn their NCLB Waiver application and decided not to pursue a waiver. Vermont has not received an RTT award.

Agency responsible for PE/PG system development:

State is currently developing a PE model based on the InTASC standards.

PE Model includes: Local evaluation systems must have 3 or more performance levels, state recommended frameworks include Danielson, Marshall, Marzano, McREL. Evaluations must be based on multiple indicators such as observations, student growth scores, classroom artifacts, portfolios, student and parent surveys and self assessments.* State recommends district provide training for observers and ensure inter-rater reliability.

PG Model includes: Only novice and 'probationary' teachers will be on an annual evaluation cycle, however, all teachers will be required to submit professional growth plan or improvement plan. Mentoring of new teachers is required as a part of the district's professional development plan and the task force recommends that peer assistance data can be used in formative evaluations but not in summative evaluations.

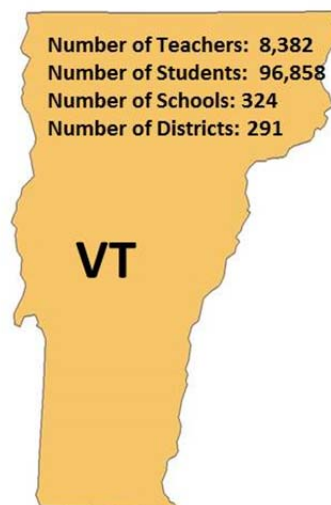
Pilot Process: 2011-12, educator effectiveness task force formed and Vermont Guidelines to Teacher and Leader Effectiveness were approved. Currently working on Vermont Model of Teacher & Leader Effectiveness System. 2013-14, districts will adopt state system or develop own. 2014-15, districts must submit PE system plan for approval, and implement approved plan.

Costs: Not specified.

State Provided Resources: State provides guidelines for districts to use when creating own evaluation system. Districts are *encouraged* to provide educators training on standards and evaluation system, and training for evaluators.

HR use of Evaluation Results: Not Specified.

* See Appendix A: State PE/PG System Overview-Vermont for more information about recommended evaluation measures.



System Validation/Evaluation: Does not specify if or how evaluation data will be validated, or if teachers will be provided with training to use evaluation data to inform teaching practices. Does not specify if or how state will evaluate effectiveness of PE/PG system implementation by the districts whether they chose the state system or their own system.

Identified Strengths: All teachers required to submit annual professional growth plan. Evaluations must use multiple indicators of effectiveness.

Identified Needs: Requires annual evaluation only for non-tenured teachers.

Similarities to Maine: High local control but many districts without adequate resources to develop high quality model system without state support.

Differences to Maine: Has begun PE/PG work on developing state recommended system.

Additional Information:

Vermont Guidelines for Teacher & Leader Effectiveness:

[http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf](http://education.vermont.gov/documents/EDU-Guidelines%20for%20Teacher%20and%20Leader%20Effectiveness.pdf)

Vermont Professional Learning Resource Page:

http://teaching.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=teaching&cdn=b2b&tm=2301&gps=168_12_1204_651&f=11&tt=2&bt=1&bts=0&st=12&zuh=http%3A//education.vermont.gov/

Maine PE/PG System Profile:

Maine educator evaluation reform began in 2011 with the passage of Maine Public Law ch. 635, LD 1858. Maine has submitted an NCLB Waiver application but has not received an RTT award.

Agency responsible for PE/PG system development:

Districts must develop their own PE/PG system that meets criteria set out by the state and must be approved by DOE. The PE system must be based on InTASC standards or alternatively on NBPTS, Danielson, Marzano or other InTASC aligned standards.

PE Model includes: 4 performance levels, state recommended frameworks. Observation instruments are not specified, however, MEEC examining possible measurement methods and instruments. **Student growth measures must be included for all teachers, however, MEEC is still considering possible measures of student growth** * MEEC is considering other possible measures such as self-reflection, student and parent surveys, portfolio, and other classroom artifacts.

PG Model includes: State law specified that PE/PG system must include process for evaluation results to inform professional development. MEEC is responsible for recommending components of evaluation process and supports for professional development including a process for developing and implementing a professional improvement plan.

Pilot Process: 2013-14, all districts required to develop PE/PG system that meets state criteria. 2014-15, each district must operate a pilot of the PE/PG system. 2015-16, all districts must have operational PE/PG system that meets state requirements.

Costs: Not specified.

State Provided Resources: MEEC is developing PE/PG system guidelines for districts. The commissioner shall calculate the amount of targeted funds available to districts for developing and implementing PE/PG systems beginning in 2013-14. The Fund for Efficient Delivery of Education Services is responsible for providing support for regional teacher development centers to coordinate training and to design and implement professional development activities.

HR use of Evaluation Results: State mandates that evaluation results be used to inform HR decisions and contract can be terminated if teacher receives ineffective rating for two consecutive years.

* See Appendix A: State PE/PG System Overview-Maine for more information about student growth model data.



System Validation/Evaluation: Data validation is built into the state longitudinal data system architecture. Does not specify if or how state will evaluate effectiveness of PE/PG district developed systems.

Identified Strengths: N/A

Identified Needs: N/A

Similarities to Maine: N/A

Differences to Maine: N/A

Additional Information:

Maine Department of Education: Educator Effectiveness

<http://www.maine.gov/doe/effectiveness/>

Maine Educator Effectiveness Council:

"Recommendations of the Maine Educator Effectiveness Council,"

<http://www.maine.gov/doe/accountability/documents/meec-report-complete-11-29-12.pdf>

NCCTQ Teacher Evaluation Review

Template:

<http://www.maine.gov/doe/effectiveness/evaluationreviewtemplate.pdf>

Part 4: Conclusions and Summary

Maine's decision to implement a framework for performance evaluation and professional growth (PE/PG) closely mirrors a national trend towards an increased focus on instructional effectiveness. Furthermore, the current debate about the relative merits of various PE/PG systems echoes conversations in other states. Currently, there is a vigorous debate in Maine and throughout the nation over the role of student growth, the use of measures of achievement, and the requirements for valid, reliable, and affordable observations of teaching.

4.1: Summary of Research Findings

Although there is no single path to successful implementation in Maine, current research suggests that PE/PG systems are more effective at predicting instruction that results in student achievement gains on statewide tests if they incorporate the following:

- **A data system that can link individual teachers with individual students;**
- **Balanced weighting of multiple sources of data (e.g., observations, student achievement/growth, student perceptions);**
- **Teacher evaluation ratings based on multiple measures;**
- **Use of multiple, trained external observers; and**
- **Strategies for assessing growth in “untested” subjects (e.g., art, physical education), including the use of (a) school-wide value-added models, (b) course-based assessment, and/or (c) student learning objectives.**

Beyond these research findings, Maine can also benefit from the practical experiences of those other states that have been developing PE/PG systems.

4.2: Lessons from Other States

Presently, Maine's implementation of a PE/PG system lags behind that of many other states. Maine's desire to seek an ESEA waiver has accelerated the pace of discussions regarding the right approach for a PE/PG system as Maine cannot qualify for a waiver without a teacher evaluation system in place. Despite these pressures, there are clear advantages to Maine's delay in implementing a system as it offers the State an opportunity to learn from the experiences of states with similar cultural and economic climates.

For example, Vermont, another New England state with strong local control in education, has had mixed experiences with its implementation of a PE/PG system. Vermont received a failing grade from the NCTQ, in large measure because of its lack of standardization of procedures, high degree of locally determined evaluation procedures, and refusal to mandate the use of student achievement growth as a required element of their system. Viewed from an alternative perspective, Vermont's approach may be a highly effective way to stimulate local school districts to focus on teacher evaluation in a manner that best suits their specific needs.

Using similar logic, states such as Kentucky and West Virginia have received mixed receptions. Like Vermont, these states were poorly ranked by the NCTQ for their lack of emphasis on student achievement scores for promotion and tenure. While both states have implemented data systems that require common collection of student achievement data across all districts, they do not mandate districts use that data for teacher evaluation.

In contrast, states such as Colorado and Indiana have identified a single approach to PE/PG systems that is fully developed by their state department of education. Neither Colorado nor Indiana require districts to use this system, however, a large number of districts do so given the time and cost associated with creating their own system that meets all state requirements. The result is a highly

proscribed system of observational tools, alternative measures, and procedures that facilitate uniformity. This is often seen as an efficient approach to positively influence the effectiveness of instruction at the state level. Nevertheless, it may be untenable in states like Maine that have a strong history of local control over education.

4.3: Questions and Issues for Maine to Consider

Drawing upon patterns in contemporary research on the topic as well as the experiences of other states implementing PE/PG systems, there are three main issues to be considered: 1) the relative balance of state versus local control; 2) the selection and weighting of measures used; and 3) the overarching purpose of the system.

4.3.1 Local versus State Control

Other states have selected approaches that attempt to balance the desire to accurately and fairly assess effective teaching with the need to do so in an efficient manner that does not drain financial and human capital. Most states fall into one of three basic approaches: creating a single statewide system that all districts must use (11 states); allowing districts to use a state developed system or create one of their own (12 states); and having districts develop their own system that meets the requirements of a state-developed framework (13 states). Maine's current approach most closely mirrors the third option, where the state will establish a basic framework, and districts will adopt systems that meet those guidelines. This approach may provide local districts with the maximum amount of freedom to adopt solutions that best meet their needs; however, overall reliability and validity of teacher evaluation at the state level may be compromised. Specifically, the decision to allow locally determined PE/PG systems will lead to the adoption of multiple measures of teaching effectiveness, student growth, and observational tools that, in turn, will result in non-comparable results across districts. The following graphic illustrates the balancing act between locally and state-determined practices and the resulting impact on the usefulness of information gleaned (*Note: This graphic is intended to illustrate the decision-consequence relationship, and is not meant to be an exhaustive list of all potential benefits and consequences.*)

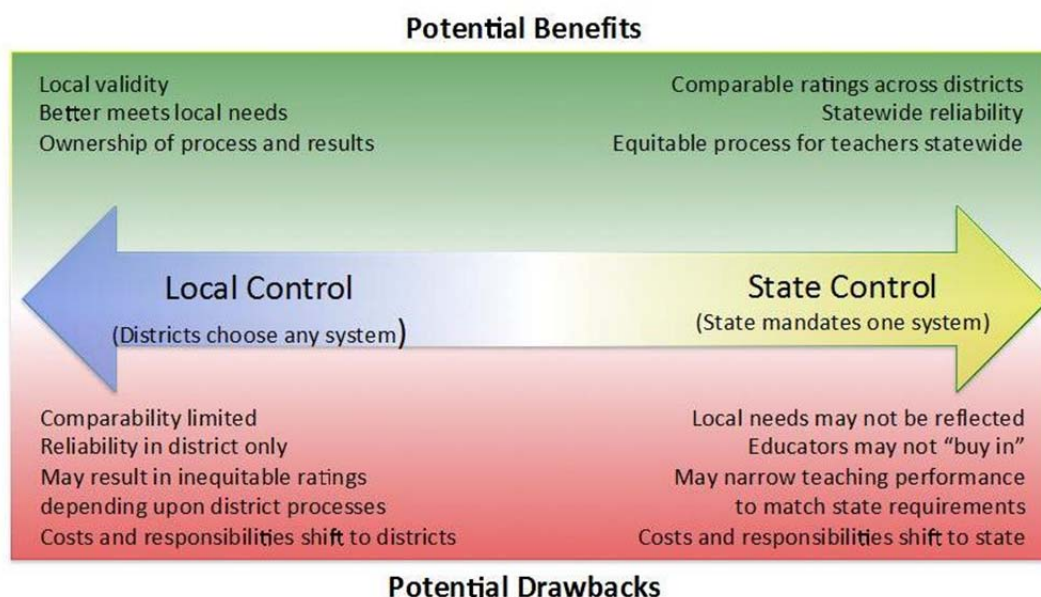


Figure 6: Decision-consequences graph local versus state control

Although Figure 6 is meant to be illustrative, it does portray several potential consequences associated with the balance between state and local control in the design and implementation of PE/PG systems. For example, a single mandated system is more likely to result in higher levels of reliability, greater consistency in the kinds of instructional practices determined to be desirable, and a more equal system of evaluation statewide. That uniformity brings with it the potential for a set of less desirable outcomes such as a potential lack of local buy-in, misalignment with local values and needs, and an unintended narrowing of teaching practices by teachers desiring the “best score” possible. Similarly, local control will help ensure the best fit possible between the evaluation system and local needs, but will likely do so at the expense of inter-district reliability and comparability.

In this diagram, state and local control are painted as dichotomous outcomes, yet the most common solution is often a blend of state-mandated elements with the remainder under the purview of local districts. While this compromise position may seem logical, it is important to note that some technical aspects of the system may fail to adequately meet the needs of any purpose if not properly designed. Specifically, unless there are components of the PE/PG systems (e.g., observation tools used, student growth measures selected) that are done in a highly uniform manner statewide, it is unlikely that the evaluation results gathered will be sufficiently consistent to permit even basic comparisons between districts. Thus, solutions that attempt to equally balance all interests may not yield robust results for any purpose, and may result in a lack of any clear information as suggested by the “white zone” in Figure 6. Determining the optimal balance for Maine will be a core issue for the State to decide.

4.3.2 Weighting of Measures

The majority of states that have selected weights for student growth measures have assigned weights corresponding to between 25 and 50% of teachers’ overall evaluations. This approach to weighting is also supported by recent research (e.g., Mihaly et al., 2013). The current recommendation from the MDOE is to require a minimum of 25% of teachers’ evaluations be based on student achievement growth. In practice, this proportion may be too small to have a significant influence on teachers’ overall scores. If the state decides that student growth should play a significant role in teacher evaluations, research suggests that increasing this minimum percentage slightly to 33% may make student growth scores more influential and tie teacher evaluations more accurately to performance outcomes. Alternatively, if the state concludes that student growth should play a relatively small role in evaluations, then a lower weighting would be logical.

Classroom observations have not received the same level of scrutiny in the current debate over weighting of measures; however, there are many potential sources of error associated with direct observation of teaching. Direct observations rely on multiple parts of the system all working together in an accurate and consistent way, and thus can be a challenge to implement in a reliable and valid manner. For example, in order for observations to accurately reflect teaching performance, teachers should (1) clearly understand the standards by which they are measured; (2) be observed using a rubric or observation tool that has been aligned to those standards; (3) have an observer who is fully trained on how to use that observation tool; and (4) have a second observer to corroborate that observation. While these characteristics of high-quality observation process are well understood, the process requires a systematic approach that is currently not in place in most schools, particularly the provision to include multiple observers. Should the state decide to include classroom observations, finding strategies for encouraging and supporting solid systems and procedures will be an important consideration moving forward.

Third, the experiences of other states suggests that student and/or parent ratings can provide a reliable third source of information about teaching effectiveness. In the MET study (Cantrell and Kane, 2013) and elsewhere in the literature (e.g., Ferguson 2002 a; 2002b; Gates, 2010) there is clear evidence that student and parent ratings can predict teaching effectiveness. Some individuals may be concerned about groups of students and/or parents judging a teacher unfairly by basing their ratings on nonteaching related criteria. This is a legitimate concern; however, this same concern applies equally to ratings by peers and administrators. Well-designed student/parent surveys can yield important information about teaching practices, and help inform professional growth planning.

Using these three sources of information is likely to balance the system in the same way that adding a third leg to a stool allows it to stand on its own, and provides a more comprehensive view of a teacher's performance than any single source of information can provide on its own. Using three distinct sources of information can help to address possible limitations or issues that emerge with any single measure. Should a truly effective teacher nevertheless teach students with lower growth scores, he or she may have excellent observational data and student/parent ratings that provide additional breadth to their evaluation. Alternatively, critical reviews by students or parents may be offset by solid student growth in learning and observations that indicate quality teaching. Final weights that equally or nearly-equally balance all three types of information would more likely result in a system where no single source automatically overrides all other data. Alternatively, the State may choose to place a greater emphasis on one area (e.g., student growth or classroom observations), in essence formally identifying that area as key the state's definition of effective teaching.

4.3.3 Overarching Purpose of the System

A final consideration for Maine to consider is the primary intent of the PE/PG system. That is, will the system focus upon professional evaluation to drive improved instructional practices, or use improved instruction to drive improvements in student achievement? This distinction may be a critical predictor of the ultimate success of this initiative as it will define the overarching purpose of the system. Goe (2012) notes that systems that focus on increased effectiveness of instruction to drive improvement in student achievement can garner the greatest levels of teacher buy-in, and the most sustained impact on teaching. To date, the state-level conversation in Maine has focused largely on the evaluation aspects of the system and less on professional growth. Maine has the opportunity to focus its efforts on professional growth and improved instructional practices as the driver of improved student outcomes.

References

- Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333(6045), 1034-1037.
- An Act To Ensure Effective Teaching and School Leadership, LD 1858, 125th Leg., 2nd Reg. Sess. (2012).
- Archibald, S., Coggshall, J. Croft, A., & Goe, L. (2011). *High-quality professional development for all teachers: Effectively allocating resources*. Retrieved from Center on Great Teachers & Leaders at American Institutes for Research website: <http://www.tqsource.org/publications/HighQualityProfessionalDevelopment.pdf>
- Cantrell, S., & Kane, T. (2013). *Ensuring fair and reliable measures of effective teaching: Culminating findings of the MET project's three-year study*. Retrieved from Measures of Effective Teaching (MET) Project website: http://www.metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf
- Center on Education Policy. (2013). Waiver watch. Retrieved March 5, 2013, from <http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48>
- Center on Great Teachers & Leaders at American Institutes for Research. (n. d.). Database on state teacher and principal evaluation policies (STEP database and SPEP database). Retrieved on January 11, 2013, from <http://resource.tqsource.org/stateevaldb/Compare3States.aspx>
- Colorado Department of Education. (2013). FAQs. Retrieved March 13, 2013, from <http://www.cde.state.co.us/EducatorEffectiveness/FAQs.asp>
- Colorado Department of Education. (2013). User's guide for evaluating Colorado's teachers: 2012-13 school-year. Retrieved from Colorado Department of Education State Model Evaluation System for Teachers website: <http://www.cde.state.co.us/EducatorEffectiveness/downloads/September%20Teachers%20users%20guide.pdf>
- Community Training and Assistance Center. (2008). *Tying earning to learning: the link between teacher compensation and student learning objectives*. Retrieved from <http://www.ctacusa.com/PDFs/RptTyingEarningtoLearning-2008.pdf>
- Danielson, C. (2010). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35-39.
- Danielson, C. (2012). *Framework for teaching: Adapted for Kentucky Department of Education*. Retrieved from Kentucky Department of Education: PGES Field Test website: <http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx>
- Bill & Melinda Gates Foundation. (2010). Student perceptions and the MET Project. Seattle, WA: Author. Retrieved February 15, 2013, from http://metproject.org/downloads/Student_Perceptions_092110.pdf

- Ferguson, R. F. (2002a). Addressing racial disparities in high-achieving suburban schools. *NCREL Policy Issues*, 13. Retrieved February 15, 2013, from <http://www.ncrel.org/policy/pubs/pdfs/pivol13.pdf>
- Ferguson, R. F. (2002b). *What doesn't meet the eye: Understanding and addressing racial disparities in high-achieving suburban schools*. Cambridge, MA: Harvard University, Wiener Center for Social Policy. Retrieved February 6, 2013, from http://www.tripodproject.org/uploads/file/What_doesnt_meet_the_eye.pdf
- Glazerman, S., Goldhaber, D., Loeb, S., Raudenbush, S., Staiger D., and Whitehurst, G. (2010). *Evaluating teachers: The important role of value added*. Retrieved from The Brown Center on Education Policy at Brookings website: <http://www.brookings.edu/research/reports/2010/11/17-evaluating-teachers>
- Glazerman, S., Goldhaber, D., Loeb, S., Raudenbush, S., Staiger D., and Whitehurst, G. (2011). Passing muster: Evaluating teacher evaluation systems. The Brown Center on Education Policy at Brookings, April 26, 2011. http://www.brookings.edu/reports/2011/0426_passing_muster.aspx.
- Goe, L. (2012, June). *Evaluating and promoting educator effectiveness* [PowerPoint slides]. Keynote presentation at the Educator Effectiveness and Leadership Conference, Bloomington, IN. Retrieved from <http://www.lauragoe.com/LauraGoe/Publications.html>
- Goe, L., Holdheide, L., & Miller, T. (2011). *A practical guide to designing comprehensive teacher evaluation systems*. Retrieved from Center on Great Teachers & Leaders at American Institutes for Research website: <http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>
- Goe, L., & Croft, A. (2009). Methods of evaluating teacher effectiveness. Retrieved from Center on Great Teachers & Leaders at American Institutes for Research website: <http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>
- Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. Retrieved from Center on Great Teachers & Leaders at American Institutes for Research website: <http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>
- Goe, L., Biggers, K., & Croft, A. (2012). *Linking teacher evaluation to professional development: Focusing on improving teaching and learning*. Retrieved from Center on Great Teachers & Leaders at American Institutes for Research website: <http://www.tqsource.org/publications/LinkingTeacherEval.pdf>
- Hanover Research. (2013). *Student perception surveys and teacher assessments*. Retrieved from <http://scee.groupsite.com/uploads/files/x/000/08f/0fb/Student%20Perception%20Surveys%20and%20Teacher%20Assessments%20-%20Membership%20%282%29.pdf>
- H.B. 4236, 80th Leg., Reg. Sess. (2012). Retrieved from http://www.legis.state.wv.us/Bill_Status/bills_text.cfm?billdoc=HB4236%20SUB%20ENR.htm&yr=2012&sesstype=RS&i=4236
- Ho, A., & Kane, T. (2013). *The reliability of classroom observations by school personnel*. Retrieved from Measures of Effective Teaching (MET) Project website: http://metproject.org/downloads/MET_Reliability_of_Classroom_Observations_Research_Paper.pdf

- Hope Street Group. (2012). *Colorado teacher evaluation overview*. Retrieved from Teacher Evaluation Playbook website: <http://playbook.hopestreetgroup.org/sites/default/files/Colorado%20Updated.pdf>
- Hope Street Group. (2012). *Kentucky teacher evaluation overview*. Retrieved from Teacher Evaluation Playbook website: <http://playbook.hopestreetgroup.org/sites/default/files/Kentucky%20Updated.pdf>
- Indiana Department of Education. (2013). Evaluation law support timeline. Retrieved March 13, 2013, from <http://www.doe.in.gov/improvement/educator-effectiveness/evaluation-law-support-timeline>
- Indiana Department of Education. (n. d.). *RISE evaluation and development system: Evaluator and teacher handbook version 2.0*. Retrieved from Indiana Department of Education RISE Evaluation and Development System Welcome website: <http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%20%200%20final%284%29.pdf>
- Kane, T., McCaffrey, D., Miller, T., & Staiger, D. (2013). *Have we identified effective teachers?*. Retrieved from Measures of Effective Teaching (MET) Project website: http://www.metproject.org/downloads/MET_Validating_Using_Random_Assignment_Research_Paper.pdf
- Kentucky Department of Education. (2012). *Kentucky teacher professional growth and effectiveness system*. Retrieved from Kentucky Department of Education PGES Field Test website: <http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx>
- Kentucky Department of Education. (2013). *Professional growth & effectiveness system winter summit* [PowerPoint slides]. Retrieved from Kentucky Department of Education Professional Growth and Effectiveness System (PGES) website: <http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx>
- Kentucky Department of Education. (2013). *Timeline for deployment of the professional growth and effectiveness system*. Retrieved from Kentucky Department of Education Professional Growth and Effectiveness System (PGES) website: http://education.ky.gov/teachers/HiEffTeach/Documents/Timeline_high_level%20_public_viewrevised1-10-2013.pdf
- Kentucky Department of Education. (2013). *Winter summits Q & A's: General questions about the professional growth and effectiveness system (PGES)*. Retrieved from Kentucky Department of Education Professional Growth and Effectiveness System (PGES) website: <http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx>
- Lipscomb, S., Teh, B., Gill, B., Chiang, H., & Owens, A. (2010). *Teacher and principal value-added: Research findings and implementation practices*. Retrieved from Mathematica Policy Research website: http://www.mathematica-mpr.com/publications/PDFs/education/teacherprin_valueadded.pdf

- Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Retrieved from Center on Great Teachers & Leaders at American Institutes for Research website: <http://www.tgsources.org/publications/practicalGuide.pdf>
- Maine Educator Effectiveness Council. (2012). *Recommendations of the Maine Educator Effectiveness Council: An interim report to the Joint Standing Committee on Education and Cultural Affairs*. Retrieved from Maine Department of Education Maine Educator Effectiveness Council website: <http://www.maine.gov/doe/accountability/documents/meec-report-complete-11-29-12.pdf>
- McGuinn, P. (2012). *The state of teacher evaluation reform: State education agency capacity and the implementation of new teacher-evaluation systems*. Retrieved from Center for American Progress website: http://www.americanprogress.org/wp-content/uploads/2012/11/McGuinn_TheStateofEvaluation-1.pdf
- McMurrer, J., & Yoshioka, N. (2013). *States' perspectives on waivers: Relief from NCLB, concern about long-term solutions*. Retrieved from Center on Education Policy (CEP) website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=418>
- Mihaly, K., McCaffrey, D., Staiger, D., & Lockwood, J. R. (2013). *A composite estimator of effective teaching*. Retrieved from Measures of Effective Teaching (MET) Project website: http://www.metproject.org/downloads/MET_Composite_Estimator_of_Effective_Teaching_Research_Paper.pdf
- Milanowski, A. (2004). The relationship between teacher performance evaluation scores and student achievement: Evidence from Cincinnati. *Peabody Journal of Education*. 79(4), 33-35. Retrieved from <http://www.jstor.org>
- National Council on Teacher Quality. (2012). *State of the states 2012: Teacher effectiveness policies*. Retrieved from http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf
- National Council on Teacher Quality. (2011). *State of the states: Trends and early lessons on teacher evaluation and effectiveness policies*. Retrieved from http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf
- National Education Association. (2012). *Teacher assessment and evaluation: The national education association's framework for transforming education systems to support effective teaching and improve student learning*. retrieved from http://www.nea.org/assets/docs/HE_TeachrAssmntWhtPaperTransform10_2.pdf
- Performance evaluation of school personnel, Policy 5310, West Virginia Board of Education. (n. d.). Retrieved from <http://wvde.state.wv.us/policies/p5310.pdf>
- Prince, C., Schuermann, P., Guthrie, J., Witham, P., Milanowski, A., & Thorn, C. (2009). *The other 69 percent: Fairly rewarding the performance of teachers of non-tested subjects and grades*. Revised edition. Retrieved from Center for Education Compensation Reform website: <http://www.cecr.ed.gov/guides/other69Percent.pdf>

- Sartain, L., Stoelinga, S.R., & Brown, E.R. (2011). *Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences, and district implementation*. Retrieved from The University of Chicago Consortium on Chicago School Research website: <http://ccsr.uchicago.edu/sites/default/files/publications/Teacher%20Eval%20Report%20FINAL.pdf>
- Seago, N. (2004). Using videos as an object of inquiry for mathematics teaching and learning. *Using video in teacher education (Jere Brophy ed.)*, 10, 259-286.
- Seiler, M., Landy, B., Alexander, A., Chilton, K., Cissell, G., Nelson, D., & Young, P. (2010). *Review of teacher evaluation and compensation* (Research Report No. 379). Retrieved from Kentucky Legislature website: <http://www.lrc.ky.gov/lrcpubs/RR379.pdf>
- Sherin, M. G., & van Es, E. A. (2005). Using video to support teachers' ability to notice classroom interactions. *Journal of Technology and Teacher Education*, 13(3), 475-491. Retrieved from http://www.professional-vision.org/pdfs/SherinvanEs_JTATE.pdf
- State Council for Educator Effectiveness. (2011). *Report and recommendations*. Retrieved from State Council for Educator Effectiveness website: http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Final_Report.pdf
- Taylor, E., & Tyler, J. (2011). *The effect of evaluation on performance: Evidence from longitudinal student achievement data of mid-career teachers* (Working paper No. 16877). Retrieved from the National Bureau of Economic Research website: <http://www.nber.org/papers/w16877>
- U.S. Department of Education. (2012a). ESEA flexibility. Retrieved February 24, 2013, from <http://www.ed.gov/esea/flexibility>
- U.S. Department of Education. (2012b). Teacher incentive fund. Retrieved February 24, 2013, from <http://www2.ed.gov/programs/teacherincentive/index.html>
- Vermont Agency of Education. (2012). *Vermont guidelines for teacher & leader effectiveness*. Retrieved from Vermont Agency of Education: Professional Learning website: http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf
- Vermont Task Force for Teacher & Leader Effectiveness. (2012). *Vermont teacher & leader effectiveness guidelines and implementation plan*. Retrieved from <http://www.wvsu.org/uploads/Tchr%20Evaluation%20Revision%20Process%20to%20Implementation%207-1-14.pdf>
- West Virginia Department of Education. (n. d.). *Educator evaluation pilot: Principals frequently asked questions*. Retrieved from West Virginia Department of Education Teacher Evaluation Pilot Frequently Asked Questions website: http://wvde.state.wv.us/teacherevalpilot/Principal_FAQ.pdf
- West Virginia Department of Education. (n. d.). *Educator evaluation pilot: Teacher frequently asked questions*. Retrieved from West Virginia Department of Education Teacher Evaluation Pilot

Frequently Asked Questions website: http://wvde.state.wv.us/teacherevalpilot/Teacher_FAQ.pdf

West Virginia Department of Education. (n. d.). *Educator evaluation pilot: Teacher process*. Retrieved from West Virginia Department of Education Teacher Evaluation Pilot Resources website: <http://wvde.state.wv.us/teacherevalpilot/resources.php>

West Virginia Department of Education. (2011). *Educator evaluation pilot guide*. Retrieved from West Virginia Department of Education Teacher Evaluation Pilot Resources website: <http://wvde.state.wv.us/teacherevalpilot/resources.php>

West Virginia Department of Education. (n. d.). *First-year implementation timeline*. Retrieved from West Virginia Department of Education Teacher Evaluation Pilot Timeline website: http://wvde.state.wv.us/teacherevalpilot/timeline_ees.png

West Virginia Department of Education. (n. d.). Teacher evaluation pilot. Retrieved March 13, 2013, from <http://wvde.state.wv.us/teacherevalpilot/>

Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers report, REL 2007–No. 033). Retrieved from Institute of Education Sciences Regional Educational Laboratory Program website: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Appendix A: Overview of Teacher PE/PG Systems

The following appendix contains detailed synopses of the PE/PG systems for the five sister states addressed in the report (CO, IN, KY, WV, VT) and Maine. These sister states were chosen for their similarities to Maine in terms of geographic diversity, demographics, and generally high local control for school districts. They each represent different approaches to PE/PG systems, and are in various stages of developing and adopting their new systems. Information included in the summaries below came from various reports, the database on State Teacher Evaluation Policies created by the National Comprehensive Center for Teacher Quality, and original sources. As the report demonstrates, the most challenging and critical factor in designing a meaningful PE/PG system is to determine the state or district's education priorities. For this reason, we have included our own analysis of how well the PE/PG systems of the sister states and Maine align with the PE/PG system recommendations from the following organizations: U.S. DOE (ESEA waiver requirements), National Council on Effective Teaching, National Educator Association, and the Council for Great Teachers and Leaders. These comparisons were conducted by MEPRI staff specifically for this report.

Appendix A: State PE/PG System Overview

Colorado Teacher PE/PG System		
General Information		Source
Race To The Top Winner?	Yes. In December 2011, Colorado was awarded a Phase III Race to the Top Grant of \$17.9 million. This grant is designed to advance reforms in several areas, including supporting district implementation of the state's educator effectiveness law (SB 191).	"Colorado Teacher Evaluation Overview," Hope Street Group: http://playbook.hopestreetgroup.org/sites/default/files/Colorado%20Updated.pdf
ESEA Waiver Status	Application approved.	Center for Education Policy: NCLB/ESEA Waiver Watch, "NCLB/ESEA Waivers" map, http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48
Estimated Alignment to Center on Great Teachers & Leaders Recommendations for PE/PG Systems	<p>83%*</p> <p>* Based on Colorado DOE "User's Guide for Evaluating Colorado's Teachers; 2012-13 School-Year."</p>	<p>"Linking teacher evaluation to professional development: Focusing on improving teaching and learning," Center on Great Teachers & Leaders, http://www.tqsource.org/publications/LinkingTeacherEval.pdf</p> <p>Colorado Department of Education: "User's Guide for Evaluating Colorado's Teachers; 2012-13 School-Year;" http://www.cde.state.co.us/EducatorEffectiveness/downloads/September%20Teachers%20users%20guide.pdf</p>
Estimated Alignment to National Educator Association Recommendations for PE/PG Systems	<p>81%*</p> <p>* Based on Colorado DOE "User's Guide for Evaluating Colorado's Teachers; 2012-13 School-Year."</p>	<p>"New policy statement on teacher evaluation and accountability – adopted as amended," National Education Association, http://www.nea.org/grants/46326.htm</p> <p>Colorado Department of Education: "User's Guide for Evaluating Colorado's Teachers; 2012-13 School-Year;" http://www.cde.state.co.us/EducatorEffectiveness/downloads/September%20Teachers%20users%20guide.pdf</p>

Estimated Alignment to National Council on Teacher Quality Recommendations for PE/PG Systems	<p>59%*</p> <p>* Based on Colorado DOE "User's Guide for Evaluating Colorado's Teachers; 2012-13 School-Year."</p>	<p>"State of the states: Trends and early lessons on teacher evaluation and effectiveness policies," National Council on Teacher Quality, http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf Colorado Department of Education: "User's Guide for Evaluating Colorado's Teachers; 2012-13 School-Year;" http://www.cde.state.co.us/EducatorEffectiveness/downloads/September%20Teachers%20users%20guide.pdf</p>
State's Implementation Timeline	<p>2012-13 school year:</p> <ul style="list-style-type: none"> - The Colorado Model Evaluation System for teachers is being piloted. - CDE will collect data, information and feedback and meet with pilot districts to share lessons learned, analyze data and make adjustments to the system as needed. <p>2013-14 school year:</p> <ul style="list-style-type: none"> - Beginning on July 1, 2013 every school district in Colorado will be required to provide an annual assurance that shows they are implementing the Colorado Model Evaluation System or a locally developed system that meets all statutory and regulatory requirements. CDE will provide an "assurance" template for districts in January 2013 or earlier. - The new evaluation requirements, based on the Quality Standards, will be implemented statewide. Because it's the first year, a final rating of partially effective or ineffective will not count towards the loss of non-probationary status. - CDE will continue to improve the Colorado Model Evaluation System based on feedback and educator experience. <p>2014-15 school year:</p> <ul style="list-style-type: none"> - Evaluations based on the Quality Standards continue to be implemented. - This will be the first year that a final rating of partially effective or ineffective will be considered in the loss of non-probationary status (after two consecutive years of similar ratings). - CDE will continue to improve the Colorado Model Evaluation System based on feedback and educator experience. 	<p>Colorado Department of Education website, http://www.cde.state.co.us/EducatorEffectiveness/FAQs.asp</p>

Estimated Cost of the Evaluation System	<p>The cost estimates for the new evaluation systems are based on the following assumptions regarding the state's responsibilities for the following:</p> <ul style="list-style-type: none">- Development of a state model system and resource bank with associated tools- Piloting the evaluation system with model rubrics and tools- Providing student, parent, and teacher survey results to districts- Monitoring the entire system- Creating assessment tools in each content area- Developing professional development materials- Reporting evaluation data- Creation of a student tracking system linking students to teachers <p>Districts believe that they would be unable to implement the new evaluation system if the state did not fully assume its responsibilities in these areas and build the basic structure for the new system.</p> <p>It was estimated that districts would incur one-time start-up costs of \$53 per student. This number has not been adjusted for size. For on-going annual costs, estimates of additional costs per teacher/principal varied depending on rating category:</p> <table><tr><th>Rating Category</th><th>Per Teacher</th></tr><tr><td>Novice</td><td>\$343 (increased training and data analysis costs)</td></tr><tr><td>Effective</td><td>\$531 (increased data analysis and evaluation frequency costs)</td></tr><tr><td>Ineffective</td><td>\$3,873 (increased supervision and remediation costs due to increased numbers identified as ineffective)</td></tr></table> <p>These figures represent estimated costs and available district resources at a specific moment in time, up to January 31, 2011. The estimates capture only the additional resources that are needed in an average district that is doing what it is currently required to do, no more, no less, and only apply to the increased costs of evaluating teachers and principals. The costs are based on statewide average salaries, assuming that principals are used as evaluators (costs could decline if assistant principals or other personnel are used as evaluators).</p> <p>In addition, districts which choose to build their own content area assessments or use locally-developed measurement tools, rather than adopting those assumed to be available from the state, will incur additional costs.</p>	Rating Category	Per Teacher	Novice	\$343 (increased training and data analysis costs)	Effective	\$531 (increased data analysis and evaluation frequency costs)	Ineffective	\$3,873 (increased supervision and remediation costs due to increased numbers identified as ineffective)	<p>State Council for Educator Effectiveness: "Report and Recommendations" April 2011, http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Final_Report.pdf</p>
Rating Category	Per Teacher									
Novice	\$343 (increased training and data analysis costs)									
Effective	\$531 (increased data analysis and evaluation frequency costs)									
Ineffective	\$3,873 (increased supervision and remediation costs due to increased numbers identified as ineffective)									

Development of Evaluation System	<p>District design or district opt-in to state-designed teacher evaluation model.</p> <p>Local control is very important in Colorado, so the State Council on Educator Effectiveness decided the state would develop a high-quality model system that districts could choose to adopt or adapt, or they could develop their own local systems so long as they met the state's requirements. The Council chose this approach to ease the burden on many districts without the resources to develop an effective and sustainable system on their own.</p>	<p>State Council for Educator Effectiveness: "Report and Recommendations" April 2011, http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Final_Report.pdf</p>
Professional Evaluation		Source
State's Teaching Standards	Colorado's standards were informed by the InTASC standards and other states' standards	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
Annual Teacher Evaluations for All Teachers?	Yes	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
Final Evaluation Ratings	<p>Four performance levels: highly effective, effective, partially effective, and ineffective.</p> <p>The state mandates at least three levels and recommends four levels</p>	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
Mandated Observation Instruments	<p>Colorado mandates the use of an observation rubric. The state has developed a model teacher evaluation rubric that districts may choose to use. They may also choose to create their own rubric as long as it adheres to state law.</p> <p>See the Colorado Department of Education's "Implementation Resources" webpage for information on specific instruments (http://www.cde.state.co.us/EducatorEffectiveness/ImplementationResources.asp)</p>	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
Observation Procedures and Feedback	<p>Probationary teachers must receive at least two documented observations and one evaluation that result in a written evaluation report each academic year. Beginning with the 2012-2013 school year, all other teachers must receive a written evaluation report each academic year.</p> <p>Non-probationary teachers must receive a minimum of one observation per year and a summative evaluation with written feedback every three years.</p>	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
Required Measures	<p>The state mandates that student growth compose at least 50 percent of the evaluation score (Standard VI). The state recommends that the remaining standards (Standard I–Standard V) each compose 7.5–40 percent of the overall score.</p> <p>The student growth rating is based on:</p> <ol style="list-style-type: none"> 1) Measures of individually attributed growth 2) A measure of collectively attributed growth whether on a school-wide basis or across grades or subjects 3) Statewide summative assessment results (when available/applicable) 4) Colorado Growth Model for subjects with annual statewide summative assessment results available in two consecutive grades. <p>All district evaluations must also measure five quality standards for professional practices: I) Know Content, II)</p>	<p>Colorado Department of Education: "User's Guide for Evaluating Colorado's Teachers; 2012-13 School-Year;" http://www.cde.state.co.us/EducatorEffectiveness/downloads/September%20Teachers%20users%20guide.pdf</p> <p>NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx</p>

	<p>Establish Environment, III) Facilitate Learning, IV) Reflect on Practice, V) Demonstrate Leadership</p> <p>The state recommends the ratings for Standards I-V be based on:</p> <ul style="list-style-type: none"> • Analysis of classroom artifacts • Review of teacher portfolio • Community/parent survey • Student survey • Peer review <p>See the Colorado Department of Education's "Implementation Resources" webpage for information on specific instruments (http://www.cde.state.co.us/EducatorEffectiveness/ImplementationResources.asp)</p>	
Measuring Student Performance for Teachers of Tested Subjects/Grades	<p>The state recommends the Colorado Growth Model (growth percentiles) or a similar appropriate value-added model. This only applies to teachers in courses that are currently assessed using a state summative assessment and for which there is a state summative assessment available in the same subject for the prior grade or in cases where there is a high-quality end-of-course, interim assessment and a high-quality predictive assessment.</p>	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx</p>
Measuring Student Performance for Teachers of Non-tested Subjects/Grades	<p>Student growth measures are still considered as at least 50% of teacher evaluation.</p> <p>The state recommends measures that are:</p> <ul style="list-style-type: none"> - Nationally created - Vendor created - District created - Locally created - Teacher created - Student Growth Objectives (similar to SLOs) <p>The state will provide guidelines for using student growth objectives after the pilot years but has provided preliminary guidance for pilot use.</p>	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx</p>
State Implementation Support	<p>All Districts:</p> <ul style="list-style-type: none"> - Access to State Resource Bank (http://www.coloradopl.org/assessment) - Access to general implementation support <p>Districts Adopting State Model System:</p> <ul style="list-style-type: none"> - Complete evaluation system including rubrics, scoring protocols, sample tools for classifying personnel, etc. developed specifically for use with state measurement tools and measures - Guidance on implementation - Technical assistance with analyzing student growth measures - Protocols for combining multiple measures - CDE-supported training for evaluators tailored to state model materials - CDE-supported professional development tailored to state system materials - Regional technical support tailored to state system materials - CDE analysis of common data (e.g. parent and student surveys) 	<p>State Council for Educator Effectiveness: "Report and Recommendations" April 2011, http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Final_Report.pdf</p>

Data Validation Processes in Place	Data validation is recommended by the State Council for Educator Effectiveness, but the process is not specified.	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
Professional Growth		Source
Professional Growth and Other Required Uses for Evaluation Results	<p>Each teacher must be provided with an opportunity to improve effectiveness through a teacher development plan. School districts must ensure that a teacher who objects to a rating has an opportunity to appeal, in accordance with a fair and transparent process developed, where applicable, through collective bargaining.</p> <p>For non-probationary teachers, a remediation plan must be developed by the district and must include professional development opportunities. The teacher must be given a reasonable period of time to remediate deficiencies. If the next evaluation shows effective performance, no further action must be taken. A teacher may appeal a second ineffective rating. If the second ineffective rating is upheld, the evaluator must either make additional recommendations for improvement or may recommend dismissal.</p> <p>The state has not specified if it will be providing teachers with training to use the data to inform their teaching practice.</p>	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
HR Consequences Tied to Evaluation Results	<p>Probationary teachers must earn three consecutive "effective" ratings to earn the equivalent of tenure. Veteran, or non-probationary, teachers who receive two consecutive "ineffective" ratings return to probationary status and have a year to improve or face termination.</p> <p>The state mandates that evaluation results be used in decisions regarding a teacher's probationary or non-probationary status after the piloting stage.</p> <p>The State Council for Educator Effectiveness has recommended additional policy changes needed to allow evaluation results to be used in decisions over dismissal, compensation, and teacher recognition. The council has drafted initial recommendations and will give its final recommendations by the end of the pilot phase.</p>	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx
Evaluation of PE/PG System		Source
State Plans for Assessing System's Effectiveness	Not specified	NCCTQ State Comparisons: http://resource.tqsource.org/stateeval/db/Compare3States.aspx

Indiana Teacher PE/PG System

General Information		Source
Race To The Top Winner?	No.	
ESEA Waiver Status	Application approved.	Center for Education Policy: NCLB/ESEA Waiver Watch, "NCLB/ESEA Waivers" map, http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48
Estimated Alignment to Center on Great Teachers & Leaders Recommendations for PE/PG Systems	<p>75%*</p> <p>* Based on Indiana DOE "RISE 2.0 Handbook."</p>	<p>"Linking teacher evaluation to professional development: Focusing on improving teaching and learning," Center on Great Teachers & Leaders, http://www.tqsource.org/publications/LinkingTeacherEval.pdf</p> <p>Indiana Department of Education: "RISE 2.0 Handbook," http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final%284%29.pdf</p>
Estimated Alignment to National Educator Association Recommendations for PE/PG Systems	<p>65%*</p> <p>* Based on Indiana DOE "RISE 2.0 Handbook."</p>	<p>"New policy statement on teacher evaluation and accountability – adopted as amended," National Education Association, http://www.nea.org/grants/46326.htm</p> <p>Indiana Department of Education: "RISE 2.0 Handbook," http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final%284%29.pdf</p>
Estimated Alignment to National Council on Teacher Quality Recommendations for PE/PG Systems	<p>47%*</p> <p>* Based on Indiana DOE "RISE 2.0 Handbook."</p>	<p>"State of the states: Trends and early lessons on teacher evaluation and effectiveness policies," National Council on Teacher Quality, http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf</p> <p>Indiana Department of Education: "RISE 2.0 Handbook," http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final%284%29.pdf</p>

State's Implementation Timeline	<p>Evaluation plans must be implemented beginning with the 2012-2013 school year.</p> <p>Summer 2011: Superintendent information packets - continued guidance around evaluations, compensation and contract changes Teacher info sessions Specific timeline for when different pieces become effective Draft compensation model Research on evaluation models, specific examples</p> <p>Fall 2011: Assessment audit tool, allows corporations to assess their assessment coverage and determine where gaps exist Timeline guidance, (what to work on and in what order) guiding questions from evaluation cabinet Early Release of RISE – draft format from pilot “Excellence in Performance Awards for Teachers” application released HR guidance to identify needs to build capacity Resource listservs/Learning Connection communities and “what works” website Model selection tool checklist</p> <p>January 2012: Mid-year pilot report RISE release (include toolbox, guidebook, etc) Final compensation models Fitting in the “data” component: multiple measures and weighting guidelines</p> <p>Spring 2012: “Excellence in Performance Awards for Teachers” application due Professional development alignment guidance Professional development for principals/evaluators</p> <p>Summer 2012: Professional development for principals/evaluators Final pilot report RISE re–release, revisions from full pilot incorporated “Excellence in Performance Awards for Teachers” granted RISE version 2.0 released</p> <p>2012-2013: Statewide implementation</p>	<p>NCTQ: “State of the States 2012: Teacher Effectiveness Policies,” http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf</p> <p>Indiana Department of Education: “Evaluation Law Support Timeline” website, http://www.doe.in.gov/improvement/educator-effectiveness/evaluation-law-support-timeline</p> <p>Indiana Department of Education: “RISE 2.0 Handbook,” http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final%284%29.pdf</p>
Estimated Cost of the Evaluation System	Not specified.	

Development of Evaluation System	State designed teacher evaluation model with district opt-in.	National Council on Teacher Quality: "State of the States 2012: Teacher Effectiveness Policies," http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf
Professional Evaluation		Source
State's Teaching Standards	Aligned with InTASC standards	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx
Annual Teacher Evaluations for All Teachers?	Yes. Existing regulations state that new teachers (non-permanent and semi-permanent") must be formally evaluated before December 31. If requested by the teacher, an additional evaluation may be scheduled on or before March 1 of the following year.	NCTQ: "State of the States 2012: Teacher Effectiveness Policies," http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf
Final Evaluation Ratings	Four performance levels: highly effective, effective, improvement necessary and ineffective.	NCTQ: "State of the States 2012: Teacher Effectiveness Policies," http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf
Observation Instruments	The state has created a model evaluation system (RISE) that includes a state-created rubric: the Indiana Teacher Effectiveness Rubric and provides two possible observation forms: One form allows for data collection by competency area, and the second form is a running record of observations. The state has, however, approved TAP: the System for Teacher and Student Advancement and the Peer Assistance and Review (PAR) teacher evaluation system as other optional approved instruments.	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx
Observation Procedures and Feedback	Observations are required but frequency is not specified. In the state model (RISE), the state recommends that all teachers have a minimum of two extended observations (40 minutes, announced or unannounced, one each semester) and three short observations (minimum of 10 minutes, unannounced, at least one per semester). The state also recommends that struggling teachers have more than the minimum number of observations and expects districts to support struggling teachers. For the Indiana Teacher Effectiveness Rubric, the primary evaluator uses professional judgment to establish a score for domains 1–3 (Planning, Instruction, and Leadership). Teachers receive a score of 1–4 for each domain (highly effective = 4 and ineffective = 1). The scores are then weighted according to the following ratios: Planning, 10 percent; Instruction, 75 percent; and Leadership, 15	NCTQ: "State of the States 2012: Teacher Effectiveness Policies," http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx

	<p>percent. A final score, ranging from 1 to 4, is calculated using these weights. For domain 4 (Core Professionalism), if the teacher has not met the criteria, 1 point is subtracted from the final, weighted score. If the teacher meets the criteria for Core Professionalism, the final score does not change.</p> <p>The State mandates that a copy of the completed evaluation must be provided to a teacher no later than seven days after the evaluation is conducted, and the evaluator shall discuss the evaluation with the certificated employee. Furthermore, if a teacher receives a rating of ineffective or improvement necessary, the evaluator and the teacher must develop a remediation plan.</p> <p>In the state model (RISE), pre-observation conferences are not required but can be requested by either the teacher or the evaluator for an extended observation. Post-observation conferences are required for extended observations and must occur within five school days of the observation. Short observations have no conferencing requirements in the model system (RISE). The evaluator must provide written feedback for both kinds of observations.</p>	
Measures and Indicators	<p>Objective measures of student achievement and growth must "significantly inform" the evaluation.</p> <p>State Model (RISE):</p> <p>1) Professional Practice – Assessment of instructional knowledge and skills: Measure: Indiana Teacher Effectiveness Rubric (TER)</p> <p>2) Student Learning – Contribution to student academic progress: Measure: Individual Growth Model (IGM)* Measure: School-wide Learning Measure (SWL) Measure: Student Learning Objectives (SLO) * Only teachers in grades 4-8 ELA/Math have individual growth model data</p> <p>In RISE, the state groups teachers into three categories:</p> <p>Group 1: Teachers with growth model data for at least half their classes (50% Teacher Effectiveness Rubric rating, 50% student performance)</p> <p>Group 2: Teachers with limited growth model data (60% Teacher Effectiveness Rubric rating, 40% student growth data)</p> <p>Group 3: Teachers with no growth model data (75% Teacher Effectiveness Rubric rating, 25% student growth data)</p> <p>Schools may use any additional measures they deem appropriate, as long as they are "rigorous measures of effectiveness."</p> <p>Teachers demonstrate proficiency on domain 1 (Planning) and domain 3 (Leadership) by providing a variety of artifacts for the evaluator to review in determining a teacher's score on the domain. For domain 4, data on attendance and evidence of policies, procedures, and respect are included.</p>	<p>NCTQ: "State of the States 2012: Teacher Effectiveness Policies," http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf</p> <p>Indiana Department of Education: "RISE 2.0 Handbook," http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final%284%29.pdf (includes TER)</p> <p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>

Measuring Student Performance for Teachers of Tested Subjects/Grades	<p>Individual Growth Model Measure: Teachers who teach grades 4-8 ELA/Math will receive one growth model score (using growth percentiles) that has been rolled up across classes.</p> <p>Group 1 Teachers: 35% student growth data, 5% school-wide learning measure data, and 10% student learning objective data Group 2 Teachers: 20% student growth data, 5% school-wide learning measure data, and 15% student learning objective data</p> <p>Student achievement and growth measures based on assessment results from 1) statewide assessments; 2) methods for assessing growth for teachers in areas not measured statewide, including results from locally developed assessments and other tests.</p>	<p>Indiana Department of Education: "RISE 2.0 Handbook," http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final%284%29.pdf</p> <p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>
Measuring Student Performance for Teachers of Non-tested Subjects/Grades	<p>The state requires alternative growth measures for assessing student growth for teachers of non-tested grades and subjects.</p> <p>Group 3 Teachers: 5% school-wide learning measure data, and 20% student learning objectives.</p> <p>The state recommends alternative measures that include state, district, and locally created measures.</p> <p>Classroom-based, interim or benchmark, and curriculum-based assessments.</p> <p>Student Learning Objectives (SLOs)</p>	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>
State Implementation Support	<p>The state board of education is required to establish an acceptable standard for training evaluators.</p> <p>The state currently employs the assistance of local Education Service Centers and the state's partner, The New Teacher Project, to train districts that plan to use the state model (RISE).</p> <p>The state is training Professional Development trainers at Educational Service Centers for the RISE system. Trainers will then train on the following:</p> <ul style="list-style-type: none"> - RISE overview - Best practices in classroom observation - Conferencing/providing feedback - Student learning objectives - Communicating with teachers about RISE - RISE scoring 	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>
Data Validation Processes in Place	<p>This is being developed through the Learning Connection, a web interface for all stakeholders in education.</p>	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>
Professional Growth		Source

Professional Growth and Other Required Uses for Evaluation Results	The state requires remediation plans for those rated ineffective or improvement necessary. If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediate plan of not more than 90 school days in length to correct the deficiencies noted in the certificated employee's evaluation. This plan must include targeted professional development activities intended to help the teacher achieve an effective rating on the next performance evaluation.	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx
HR Consequences Tied to Evaluation Results	<p>A contract with an established teacher may be cancelled if the teacher receives two consecutive ineffective ratings or if the teacher receives an ineffective or improvement necessary rating in three years of any five year period. Raises cannot be given to teachers who are not evaluated effective or highly effective.</p> <p>Starting in July 2012, 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 account for more than 33 percent of the calculation. The remaining calculation is based on 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.</p>	<p>National Council on Teacher Quality: "State of the States 2012: Teacher Effectiveness Policies,"</p> <p>http://www.nctq.org/p/publications/docs/Updated_NCTQ_State%20of%20the%20States%202012_Teacher%20Effectiveness%20Policies.pdf</p>
Evaluation of PE/PG System		Source
State Plans for Assessing System's Effectiveness	<p>The state model (RISE) will be modified in response to feedback from pilot sites and from feedback provided through the RISE website.</p> <p>The state is developing plans for research to assess correlation between growth model scores and observation ratings in response to feedback from the pilot sites.</p>	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx

Kentucky Teacher PE/PG System

General Information		Source
Race To The Top Winner?	Kentucky was a Phase 3 Race to the Top (RTTT) winner. They were awarded a grant of \$17 million to advance targeted K-12 reforms aimed at improving student achievement.	"Kentucky Teacher Evaluation Overview," Hope Street Group: http://playbook.hopestreetgroup.org/sites/default/files/Kentucky%20Updated.pdf
ESEA Waiver Status	Application approved.	Center for Education Policy: NCLB/ESEA Waiver Watch, "NCLB/ESEA Waivers" map, http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48
Estimated Alignment to Center on Great Teachers & Leaders Recommendations for PE/PG Systems	83%* * Based on Kentucky DOE "Field Test Guide August 2012."	"Linking teacher evaluation to professional development: Focusing on improving teaching and learning," Center on Great Teachers & Leaders, http://www.tqsource.org/publications/LinkingTeacherEval.pdf Kentucky Department of Education: "Field Test Guide August 2012," http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx
Estimated Alignment to National Educator Association Recommendations for PE/PG Systems	77%* * Based on Kentucky DOE "Field Test Guide August 2012."	"New policy statement on teacher evaluation and accountability – adopted as amended," National Education Association, http://www.nea.org/grants/46326.htm Kentucky Department of Education: "Field Test Guide August 2012," http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx
Estimated Alignment to National Council on Teacher Quality Recommendations for PE/PG Systems	31%* * Based on Kentucky DOE "Field Test Guide August 2012."	"State of the states: Trends and early lessons on teacher evaluation and effectiveness policies," National Council on Teacher Quality, http://www.nctq.org/p/publications/docs/nc tq_stateOfTheStates.pdf Kentucky Department of Education: "Field Test Guide August 2012," http://education.ky.gov/teachers/HiEffTeach

		/Pages/PGES-Field-Test-Districts-.aspx
State's Implementation Timeline	<p>Phase 1, "Develop Foundation Frameworks" 2010-2011:</p> <ul style="list-style-type: none"> • 25 districts participating. • Feedback collected. • Revisions made to tool and processes. <p>Phase 2, "Validity Studies and Supporting Technology" 2011-2013:</p> <ul style="list-style-type: none"> • 55 districts participating. • Feedback collected. • Multiple measures of teacher and leader effectiveness defined. • Revisions made to tool and processes. <p>Phase 3, "Reliability Studies/Pilot" 2013-2014:</p> <ul style="list-style-type: none"> • Statewide pilot. • Professional development provided by KDE and partner organizations. • Feedback collected. • Frameworks and processes finalized. <p>Phase 4, "Implementation" 2014-2015:</p> <ul style="list-style-type: none"> • Statewide implementation. • Full accountability in spring 2015. 	<p>Kentucky Department of Education: "Timeline for Deployment of the Professional Growth and Effectiveness System,"</p> <p>http://education.ky.gov/teachers/HiEffTeach/Documents/Timeline_high_level%20_public_viewrevised1-10-2013.pdf</p>
Estimated Cost of the Evaluation System	Not specified.	
Development of Evaluation System	The state is developing a Teacher Professional Growth and Effectiveness System (TPGES). Districts can choose to adopt the state system, or they can create their own system so long as it meets the ESEA Waiver requirements.	<p>Kentucky Department of Education: "PGPS Powerpoint,"</p> <p>http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx</p>
Professional Evaluation		Source
State's Teaching Standards	Kentucky-adapted Danielson 2011 Framework for Teaching, which is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.	<p>Kentucky Department of Education: "Kentucky Adapted Danielson 2011 Framework,"</p> <p>http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx</p>
Annual Teacher Evaluations for All Teachers?	Kentucky requires annual evaluations only for non-tenured teachers; all other teachers are required to undergo evaluation every 3 years.	<p>Legislative Research Commission: "Review of Teacher Evaluation and Compensation,"</p> <p>http://www.lrc.ky.gov/lrcpubs/RR379.pdf</p>
Final Evaluation Ratings	The state recommends four levels for the Professional Growth and Effectiveness System (PGES).	NCCTQ State Comparisons:

		http://resource.tqsource.org/stateevaldb/Compare3States.aspx
Mandated Observation Instruments	The recommended state evaluation framework provides a draft rubric. The state also provides a data collection instrument, which may be used for observations, and conference and summative evaluation forms to summarize data from observations and other evidence.	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx Kentucky DOE Data Collection Instruments: "Field Test Guide August 2012," http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx
Observation Procedures and Feedback	<p>Supervisor</p> <ul style="list-style-type: none"> Supervisor initiates observation. Teacher completes planning form. Pre-observation conference held. Teacher takes the lead. Formal or mini observation conducted. Administrator collects evidence. Post-observation form (rubric) completed by Administrator and Teacher. Post-observation conference held. Teacher takes the lead. Supervisor provides formative descriptive feedback. <p>Peer (Peer completes 1 Mini Observation)</p> <ul style="list-style-type: none"> Conduct pre-observation conference. Conducts mini observation. Provides formative descriptive feedback during the post-conference. <p>The evaluator uses personal judgment to determine a final rating, which "will be a holistic reflection of performance within each domain."</p> <p>Districts determine the length, frequency, and nature of observations.</p> <p>State requires evaluations to include a formative evaluation conference between the evaluator and the person evaluated within one work week of each observation. In addition, the summative evaluation conference is to be held at the end of the evaluation cycle and include all evaluation data.</p>	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx Kentucky Department of Education: "Field Test Guide August 2012," http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx
Required Measures	<p>Under the state-designed TPGES, required measures include:</p> <ul style="list-style-type: none"> Observation Professional Growth and Self-Reflection <p>Teachers will engage in critical self-examination of practice on a regular basis to deepen knowledge, expand repertoire of skills and incorporate findings to improve practice. These reflections will take into account data from observations, student voice, student achievement. This self-reflection will lead into professional growth planning. These plans will be based on the needs of the teacher, identify specific supports, and provide a roadmap for growth.</p> <ul style="list-style-type: none"> Student Voice <p>The PGES uses student voice surveys to collect data and to generate reports focused on classroom learning conditions, student engagement, and school climate. Student responses are confidential, and</p>	Kentucky Department of Education: "PGPS Powerpoint," http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx

	<p>individual teacher results will not be shared publicly. Kentucky's student voice survey is based on the Tripod Survey – developed and refined over the past decade and used in the MET project – and will assess whether or not students agree with a variety of statements designed to measure seven teaching practices organized around the “Seven Cs.”</p> <p>- Student Growth</p> <p>The PGES will use student growth data on current students and the students taught in the previous year to evaluate, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects. Additionally, growth data must be used for current students in non-tested grades and subjects. All growth data must be used in a manner that is timely and informs instructional programs.</p>	
Measuring Student Performance for Teachers of Tested Subjects/Grades	Tested grades and subjects will receive Student Growth Percentiles from state assessments.	Kentucky Department of Education: “PGPS Powerpoint,” http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx
Measuring Student Performance for Teachers of Non-tested Subjects/Grades	Non-assessed grades and subjects will utilize Student Growth Goals. This is a process by which teachers, with the support and input of the principal, establish growth goals for a group of students.	Kentucky Department of Education: “PGPS Powerpoint,” http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx
State Implementation Support	<p>Posting PowerPoint presentations, handouts, and other resources from PGES summits on the PGES page on the Kentucky Department of Education website.</p> <p>Teacher leader networks are working with their participants so they can return to districts to help other teachers understand the system. Professional Learning Communities can engage in this work during the work day. Training for the new system should be included in the school/district plans for professional development (PD).</p> <p>Planning is still underway for the four day “face-to-face” training but it will be in the summer (2013). In addition, there are currently training materials online; more training materials (both self-paced and facilitated) are in development. Education cooperatives have also committed to supporting statewide implementation by providing regional training.</p> <p>The Kentucky Department of Education provides annual on-site visits to review and ensure proper implementation of the evaluation system in a minimum of 15 districts per year. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems.</p>	<p>NCCTQ State Comparisons; http://www.lrc.state.ky.us/KRS/156-00/557.PDF</p> <p>Kentucky Department of Education: “Q and A from Winter Summits,” http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx</p>
Data Validation Processes in Place	Not specified	NCCTQ State Comparisons; http://www.lrc.state.ky.us/KRS/156-00/557.PDF

Professional Growth		Source
Professional Growth and Other Required Uses for Evaluation Results	<p>Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement.</p> <p>Assistance and support for improvement shall be provided by the school district.</p> <p>Teachers will engage in critical self-examination of practice on a regular basis to deepen knowledge, expand repertoire of skills and incorporate findings to improve practice. These reflections will take into account data from observations, student voice, student achievement. This self-reflection will lead into professional growth planning. These plans will be based on the needs of the teacher, identify specific supports, and provide a roadmap for growth.</p>	<p>NCCTQ State Comparisons; http://www.lrc.state.ky.us/KRS/156-00/557.PDF</p> <p>Kentucky Department of Education: "PGPS Powerpoint," http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx</p>
HR Consequences Tied to Evaluation Results	The State mandates that evaluation results be used for dismissal.	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>
Evaluation of PE/PG System		Source
State Plans for Assessing System's Effectiveness	The state plans to monitor evaluation data.	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>

Vermont Teacher PE/PG System

General Information		Source
Race To The Top Winner?	No.	
ESEA Waiver Status	<p>Withdrawn. Vermont submitted its waiver request on February 28, 2012, but on May 15, 2012 it decided not to pursue a waiver.</p> <p>Vermont's PE/PG system is estimated to be 64%* aligned with the requirements for an ESEA waiver.</p> <p>* Based on "Vermont Guidelines for Teacher & Leader Effectiveness."</p>	<p>Center for Education Policy: NCLB/ESEA Waiver Watch, "NCLB/ESEA Waivers" map, http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48</p> <p>Center for Education Policy: "Waiver—Vermont" webpage, http://www.cep-dc.org/page.cfm?FloatingPageID=69</p> <p>Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf</p>
Estimated Alignment to Center on Great Teachers & Leaders Recommendations for PE/PG Systems	<p>83%*</p> <p>* Based on "Vermont Guidelines for Teacher & Leader Effectiveness."</p>	<p>"Linking teacher evaluation to professional development: Focusing on improving teaching and learning," Center on Great Teachers & Leaders, http://www.tqsource.org/publications/LinkingTeacherEval.pdf</p> <p>Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf</p>
Estimated Alignment to National Educator Association Recommendations for PE/PG Systems	<p>85%*</p> <p>* Based on "Vermont Guidelines for Teacher & Leader Effectiveness."</p>	<p>"New policy statement on teacher evaluation and accountability – adopted as amended," National Education Association, http://www.nea.org/grants/46326.htm</p> <p>Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf</p>
Estimated Alignment to National Council on Teacher Quality Recommendations for PE/PG Systems	<p>28%*</p> <p>* Based on "Vermont Guidelines for Teacher & Leader Effectiveness."</p>	<p>"State of the states: Trends and early lessons on teacher evaluation and effectiveness policies," National Council on Teacher Quality, http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf</p> <p>Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness,"</p>

		http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf
State's Implementation Timeline	<p>March 2011 – June 2012:</p> <ul style="list-style-type: none"> - Task Force formed - Developed "Vermont Guidelines of Teacher & Leader Effectiveness" - Guidelines were approved by VT SBE: June 18, 2012 <p>July 2012 – June 2013:</p> <ul style="list-style-type: none"> - Meet and inform stakeholders - Develop Phase II of Educator Effectiveness work - Develop Vermont Model of a Teacher & Leader Effectiveness System - The Task Force will continue working on developing differentiated pathways for recognition, support and improvement and develop guidelines for continuous monitoring, support and improvement of evaluation system. <p>July 2013 – June 2014:</p> <ul style="list-style-type: none"> - School districts develop or adopt a Teacher & Leader Effectiveness System - Develop DOE plan for monitoring, supporting and improving districts' Teacher & Leader Effectiveness Systems - Inform stakeholders of the DOE Plan for monitoring, supporting and improving districts' Teacher & Leader Effectiveness Systems <p>July 2014 – June 2015:</p> <ul style="list-style-type: none"> - School districts submit Teacher & Leader Effectiveness Plan to DOE - School districts implement local Teacher & Leader Effectiveness Systems - Implement DOE Plan for monitoring, supporting and improving district Teacher & Leader Effectiveness Systems <p>July 2015:</p> <ul style="list-style-type: none"> - Monitoring of district evaluation systems - School district reporting 	<p>Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf</p> <p>Vermont Task Force for Teacher & Leader Effectiveness: "Vermont Teacher & Leader Effectiveness Guidelines and Implementation Plan," http://www.wvsu.org/uploads/Tchr%20Evaluation%20Revision%20Process%20to%20Implementation%207-1-14.pdf</p>
Estimated Cost of the Evaluation System	Not specified.	
Development of Evaluation System	The Vermont Task Force on Teacher & Leader Effectiveness has provided sample frameworks for evaluation, as well as evaluation standards for both teachers and principals, no one approach or system is prescribed or suggested.	Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf
Professional Evaluation		Source

State's Teaching Standards	Standards for evaluation or based on the INTASC standards.	Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf
Annual Teacher Evaluations for All Teachers?	No ; all probationary educators will be on an annual evaluation cycle. The "Vermont Guidelines for Teacher & Leader Effectiveness" document recommends that districts conduct formative evaluations "frequently."	Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf
Final Evaluation Ratings	In the development of local evaluation systems, three or more levels of performance must be defined with specific criteria for each level and standard.	Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf
Recommended Sample Frameworks	<ul style="list-style-type: none"> - Danielson's Framework - Marshall Framework - Marzano Framework - McREL Evaluation System 	Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf
Observation Procedures and Feedback	<p>Observations may be formal, which may include pre- and post-conferences, and informal, which may include walk-throughs and/or peer observations. Observations may be announced or unannounced. The frequency of observations is dependent upon where the educator is in the evaluation cycle. The observation instrument must be valid and reliable. Observers must be well-trained to use the instrument.</p> <p>A variety of stakeholders (e.g. students, parents, peers, administrators, evaluators) will provide feedback which the educator will synthesize and reflect upon to inform professional practice.</p>	Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf
Required Measures and Sample Indicators	<p>Evaluations must be comprehensive and based on multiple indicators, to provide teachers and leaders with clear and actionable feedback to enhance their practice and must include the following components:</p> <p>1. The Learner and Learning: A teacher understands individual development and learning patterns, individual differences of learners to the learning process, and the need for supportive and safe learning environments. Sample indicators:</p> <ul style="list-style-type: none"> a. Professional growth plans informed by student performance data b. Analysis of video lessons c. Standards-based unit and lesson plans d. Student portfolios e. Student growth scores f. Analysis of student learning artifacts to inform instruction g. Documentation of professional learning in pedagogy and/or subject area h. Student and parent surveys i. Supervisor and/or peer, informal and formal observations <p>2. Content: A teacher has a deep and flexible understanding of content area(s) and draws upon knowledge to assure learner mastery. Sample indicators:</p> <ul style="list-style-type: none"> a. Participating actively on content teams 	Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness," http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf

	<ul style="list-style-type: none"> b. Self-assessment c. Continuing education/professional growth plans d. Individual Professional Development Plan e. Developing curriculum materials f. Model unit and lesson plans <p>3. Instructional Practice: A teacher understands and integrates assessment, planning, and instructional strategies to support student learning. Sample indicators:</p> <ul style="list-style-type: none"> a. Professional growth plans informed by student performance data b. Individual Professional Development Plan c. School and/or district-based pre/post assessments tied to learning standards d. Student portfolios or student projects e. Student growth scores f. Curriculum mapping g. Supervisor and/or peer, informal and formal observations h. Student and parent surveys i. Self-assessment <p>4. Professional Responsibility: A teacher collaborates with learners, families, other school personnel and community members to meet the needs of all students. Sample indicators:</p> <ul style="list-style-type: none"> a. Professional growth plans tied to school initiatives b. Individual Professional Development Plan c. Professional portfolio/evidence binders d. Self-assessment e. Artifacts confirming contributions to school reform activities f. Communication with learners, families, colleagues, other school professionals, and community members g. Participating in school and/or district committees h. Service to local, state, and national professional education organizations i. Supervision of student teachers 	
Measures of Student Performance	<p>3. Instructional Practice: A teacher understands and integrates assessment, planning, and instructional strategies to support student learning. Sample indicators:</p> <ul style="list-style-type: none"> a. Professional growth plans informed by student performance data b. Individual Professional Development Plan c. School and/or district-based pre/post assessments tied to learning standards d. Student portfolios or student projects e. Student growth scores f. Curriculum mapping g. Supervisor and/or peer, informal and formal observations h. Student and parent surveys i. Self-assessment 	<p>Vermont Agency of Education: "Vermont Guidelines for Teacher & Leader Effectiveness,"</p> <p>http://education.vermont.gov/documents/EDU-Guidelines for Teacher and Leader Effectiveness.pdf</p>

State/District Implementation Support	<p>The State has provided guidelines for districts to use when creating their evaluation systems.</p> <p>Districts are encouraged to consider the following in their evaluation system designs:</p> <ul style="list-style-type: none"> - Teachers and leaders need to receive district-supported training in the standards, functions and elements of the evaluation cycle. - Teachers and leaders must know the evaluation standards against which they are assessed and what constitutes their level of performance on these standards. - Observers and evaluators must receive formal training and demonstrate the ability to assess teaching fairly and accurately. - Evaluators should establish inter-rater reliability. 	<p>Vermont Agency of Education: “Vermont Guidelines for Teacher & Leader Effectiveness,” http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf</p>
Data Validation Processes in Place	Not specified.	
Professional Growth		Source
Professional Growth and Other Uses for Evaluation Results	<p>Professional Growth Plan: The chief goal of professional growth plan is to help an educator improve practice that enhances student growth and learning. The professional growth plan is the key element to any effective evaluation system. Educators develop their plans in collaboration with other professionals to control their own professional learning and use these experiences toward continuous improvement. Whenever possible, professional learning will be connected to the educator’s professional growth plan.</p> <p>Improvement Plans: When an educator’s performance is found to be ineffective at the end of an evaluation, an improvement plan will be developed. The intent of this process is to provide constructive assistance in targeted areas:</p> <ol style="list-style-type: none"> 1. Goals based on demonstrated performance deficiencies identified by the evaluator 2. Description of exactly what the educator must do in order to improve practice 3. Description of prescribed professional learning activities connected directly to the diagnosed areas for improvement 4. Specific supervisory support to be provided to the educator <ul style="list-style-type: none"> • Locally developed 5. Description of artifacts that must be produced <ul style="list-style-type: none"> • Locally developed 6. Timeline for implementation <ul style="list-style-type: none"> • Benchmarks <ul style="list-style-type: none"> - Actions and/or artifacts will be evaluated at clearly defined intervals - Employment decision made <p>Mentoring for new teachers shall be a structured component of each school’s needs-based professional development system.</p> <p>The Task Force recommends using peer assistance to mentor teachers. Teachers receiving assistance may be new to teaching, be experienced teachers who are learning new skills, or be</p>	<p>Vermont Agency of Education: “Vermont Guidelines for Teacher & Leader Effectiveness,” http://education.vermont.gov/documents/EDU-Guidelines_for_Teacher_and_Leader_Effectiveness.pdf</p>

	<p>career teachers who need some additional support or feedback. Peer assistance relies on a cadre of trained, experienced teachers and leaders to provide mentoring, feedback, and guidance to their peers. Peer assistance consists of assistance, usually in the form of support, coaching, and professional learning. Peer assistance can be used in the formative evaluation cycle but should not be used as part of the summative evaluation. Peer assistants would work with their colleagues on an ongoing basis. This work would include:</p> <ul style="list-style-type: none"> • Discussions related to the self-assessment and the professional growth plan • Observation of teachers and provide feedback • Examination of artifacts using established protocols (e.g. professional learning communities, instructional rounds, etc.) • Examination of student work as part of a reflective practice protocol • Examination of student outcomes to inform instructional decision-making 	
HR Consequences Tied to Evaluation Results	Not specified.	
Evaluation of PE/PG System		Source
State Plans for Assessing System's Effectiveness	Not specified.	

West Virginia Teacher PE/PG System

General Information		Source
Race To The Top Winner?	No.	
ESEA Waiver Status	<p>Application submitted 9/6/2012.</p> <p>West Virginia's PE/PG system is estimated to be 71%* aligned with the requirements for an ESEA waiver.</p> <p>*Based on West Virginia's "Educator Evaluation Pilot Guide"</p>	<p>Center for Education Policy: NCLB/ESEA Waiver Watch, "NCLB/ESEA Waivers" map, http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48</p> <p>West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php</p>
Estimated Alignment to Center on Great Teachers & Leaders Recommendations for PE/PG Systems	<p>67%*</p> <p>*Based on West Virginia's "Educator Evaluation Pilot Guide"</p>	<p>"Linking teacher evaluation to professional development: Focusing on improving teaching and learning," Center on Great Teachers & Leaders, http://www.tqsource.org/publications/LinkingTeacherEval.pdf</p> <p>West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php</p>
Estimated Alignment to National Educator Association Recommendations for PE/PG Systems	<p>81%*</p> <p>*Based on West Virginia's "Educator Evaluation Pilot Guide"</p>	<p>"New policy statement on teacher evaluation and accountability – adopted as amended," National Education Association, http://www.nea.org/grants/46326.htm</p> <p>West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php</p>
Estimated Alignment to National Council on Teacher Quality Recommendations for PE/PG Systems	<p>25%*</p> <p>*Based on West Virginia's "Educator Evaluation Pilot Guide"</p>	<p>"State of the states: Trends and early lessons on teacher evaluation and effectiveness policies," National Council on Teacher Quality, http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf</p> <p>West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php</p>
State's Implementation Timeline	2011-2012: School Improvement Grant Schools participate in pilot of new evaluation system.	West Virginia Department of Education: http://wvde.state.wv.us/teacherevalpilot/timeline_ees.png

Estimated Cost of the Evaluation System	Not specified.			
Development of Evaluation System	West Virginia is piloting a state-designed system.			West Virginia Department of Education: http://wvde.state.wv.us/teacherevalpilot/
Professional Evaluation				Source
State's Teaching Standards	West Virginia Professional Teaching Standards, which are not directly aligned to the InTASC standards.			West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php NCCTQ State Comparisons: http://resource.tgsource.org/stateevaldb/Compare3States.aspx
Annual Teacher Evaluations for All Teachers?	No; for school personnel with five or more years of experience who have not received an unsatisfactory rating, evaluations shall be conducted no more than once every three years unless the principal determines an evaluation for a particular school employee is needed more frequently.			West Virginia Department of Education: "Educator Evaluation Pilot: Teacher Process," http://wvde.state.wv.us/teacherevalpilot/resources.php
	Advanced (6+ years teaching): Complete an annual self-assessment of their performance on the 14 critical standard elements.	Intermediate (4-5 years teaching): Two observations, annually.	Initial (1-3 years teaching): Four observations annually	2012 W. Va. Acts, H.B. 4236, http://www.legis.state.wv.us/Bill_Status/bills_text.cfm?billdoc=HB4236%20SUB%20ENR.htm&yr=2012&sesstype=RS&i=4236
Final Evaluation Ratings (for Pilot)	Four levels of performance: Distinguished, Accomplished, Emerging, or Unsatisfactory			West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php
Observation Instruments (for Pilot)	Evaluators will not use checklists to determine ratings. Educators and evaluators may refer to the recommended evidence that has been developed for each professional teaching standard. The recommended evidence included in the Pilot Guide is presented in the broadest terms and may include observable practices as well as tangible items or artifacts. The Pilot Guide also includes Evaluation Rubrics for the seven Professional Teaching Standards.			West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php
Observation Procedures and Feedback (for Pilot)	Observations within the educator evaluation pilot primarily focus on the first three Professional Teaching Standards. Observations within the pilot are designed for educators on the Initial and Intermediate progressions. Initial and Intermediate Progressions 1. Evaluators conduct four observations per year for educators on the Initial progression. Two of these observations are scheduled with educators. One scheduled observation is completed in the fall; the other is completed in the spring. Observations last the length of a lesson but not less than			West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php

	<p>30 minutes.</p> <p>2. Evaluators conduct two observations per year for educators on the Intermediate progression. One observation is completed in the fall; the other is completed in the spring. One of these observations is scheduled with educators. Observations last the length of a lesson but not less than 30 minutes.</p> <p>3. Evaluators record data using the Observation form.</p> <p>4. Educators complete the Evidence form and submit it electronically to their evaluators within five days after the observation. The Evidence form provides the mechanism for documenting evidence about the observation as well as other evidence essential to understanding educator performance related to the critical standard elements for the Professional Teaching Standards.</p> <p>5. Evaluators submit the Observation form electronically to educators prior to the conference.</p> <p>6. Evaluators schedule and conduct a conference with educators within 10 days of the observation. Educators and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference.</p> <p>7. Evidence accumulated as part of the Observation is included in the summative performance rating.</p>																															
Required Measures (for Pilot)	<table><tr><th colspan="3">Summative Rating - Weighting Calculation</th></tr><tr><th>Standard</th><th>Weight</th><th></th></tr><tr><td>Standard 1: Curriculum and Planning</td><td>17.14%</td><td rowspan="5">80%</td></tr><tr><td>Standard 2: The Learner and the Learning Environment</td><td>17.14%</td></tr><tr><td>Standard 3: Teaching</td><td>17.14%</td></tr><tr><td>Standard 4: Professional Responsibilities for Self-Renewal</td><td>11.44%</td></tr><tr><td>Standard 5: Professional Responsibilities for School and Community</td><td>17.14%</td></tr><tr><td>Standard 6: Student Learning</td><td></td><td rowspan="3">20%</td></tr><tr><td>Student Learning Goals</td><td>15%</td></tr><tr><td>Standardized School Growth Scores</td><td>5%</td></tr><tr><td>Standard 7: Professional Conduct</td><td>Required</td><td>Required</td></tr><tr><td>Total</td><td>100%</td><td>100%</td></tr></table>	Summative Rating - Weighting Calculation			Standard	Weight		Standard 1: Curriculum and Planning	17.14%	80%	Standard 2: The Learner and the Learning Environment	17.14%	Standard 3: Teaching	17.14%	Standard 4: Professional Responsibilities for Self-Renewal	11.44%	Standard 5: Professional Responsibilities for School and Community	17.14%	Standard 6: Student Learning		20%	Student Learning Goals	15%	Standardized School Growth Scores	5%	Standard 7: Professional Conduct	Required	Required	Total	100%	100%	West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php
Summative Rating - Weighting Calculation																																
Standard	Weight																															
Standard 1: Curriculum and Planning	17.14%	80%																														
Standard 2: The Learner and the Learning Environment	17.14%																															
Standard 3: Teaching	17.14%																															
Standard 4: Professional Responsibilities for Self-Renewal	11.44%																															
Standard 5: Professional Responsibilities for School and Community	17.14%																															
Standard 6: Student Learning		20%																														
Student Learning Goals	15%																															
Standardized School Growth Scores	5%																															
Standard 7: Professional Conduct	Required	Required																														
Total	100%	100%																														
Measuring Student Performance	<p>Five percent of the overall score will be calculated using school-wide data based on standardized assessments as required for schools participating in the federal School Improvement Grant. Other schools are encouraged to use standardized assessment data for five percent of the overall score.</p> <p>To calculate an overall summative rating, evaluators enter ratings for each critical standard element into the West Virginia Education Information System, an electronic platform, which then calculates a performance level rating for each standard as well as an overall summative rating. School growth score descriptors in mathematics and reading will be entered automatically.</p> <p>Educators in all three progressions must set at least two student learning goals and collect evidence from multiple measures to validate student learning progress.</p>	West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php ; "Teacher FAQ," http://wvde.state.wv.us/teacherevalpilot/TeacherFAQ.pdf "Principal FAQ," http://wvde.state.wv.us/teacherevalpilot/PrincipalFAQ.pdf																														

	<p>All evidence for the Student Learning performance standard must meet three criteria that are based on federal requirements:</p> <ol style="list-style-type: none"> Two data points: <ul style="list-style-type: none"> - Need to demonstrate measurable progress within the Student Learning performance standard; two data points are predetermined within the instructional year in which each educator measures student learning. This is to show change in achievement between the two points in time. Adequate time, instruction, formative assessments used to change instruction, and intervention/enrichment to address individual needs should occur between the two data points. Rigorous: <ul style="list-style-type: none"> - Rigorous assessments must be aligned with the West Virginia content standards and objectives and challenge all learners. Rigorous assessments are required to ensure a fair and equitable evaluation for all educators. Rigorous assessments also avoid one educator's expectations for student learning differing significantly from another's. Comparable across classrooms: <ul style="list-style-type: none"> - Comparable across classrooms means the assessments used to validate progress are equivalent forms of assessments that can be consistently applied in a variety of contexts. Measures with the greatest degree of comparability are those that can be used in all classrooms for a specific grade or subject. 	I FAQ.pdf
State Implementation Support	<p>State has created the evaluation materials, instruments, and tutorials needed for the evaluation pilot.</p> <p>The Center for Professional Development and the State Board of Education shall provide education and training in evaluation skills to administrative personnel who will conduct evaluations.</p>	<p>West Virginia Department of Education: http://wvde.state.wv.us/teacherevalpilot/ West Virginia Board of Education Policy 5310: http://wvde.state.wv.us/policies/p5310.pdf</p>
Data Validation Processes in Place	Not specified.	
Professional Growth		Source
Professional Growth and Other Required Uses for Evaluation Results	<p>Mentors are dedicated to supporting teachers in the first year of their careers to ensure that every student has access to high-quality instruction. Mentors are experienced educators who are fully familiar with the school, its students, mission and academic programs. They serve as role models who exhibit the best attributes of professional teaching as described in the West Virginia Professional Teaching Standards. Mentors within the pilot receive additional training to better perform their role in supporting new teachers to be reflective professionals who respond positively to evaluation.</p> <p>An improvement plan shall be developed by the supervisor and teacher when a teacher's performance is unsatisfactory in any area of teacher responsibility. The improvement plan shall designate how the teacher shall meet the criteria. The improvement plan shall:</p> <ul style="list-style-type: none"> - identify the deficiency(ies), - specify the corrective action to remediate the deficiencies, 	<p>West Virginia Department of Education: "Educator Evaluation Pilot Guide," http://wvde.state.wv.us/teacherevalpilot/resources.php</p> <p>West Virginia Board of Education Policy 5310: http://wvde.state.wv.us/policies/p5310.pdf</p>

	<ul style="list-style-type: none"> - contain the time frame for monitoring and deadlines for meeting criteria, but in no case shall an improvement plan be for more than one (1) semester in length, and - describe the resources and assistance available to assist in correcting the deficiency(ies) <p>For Advanced Progression Teachers:</p> <ol style="list-style-type: none"> 1. Educators on the Advanced progression complete a self-assessment of their performance for the critical standard elements related to the Professional Teaching Standards and submit it electronically to their evaluators. Any performance rating at the Distinguished level requires evidence. 2. Educators and evaluators meet to review Student Learning Goals and the educator self-assessment. Any evidence presented at the conference is also reviewed. 3. Evaluators identify critical standard elements for which additional evidence will be necessary to establish the final summative rating. 4. Educators submit required evidence prior to the end-of-year conference. 5. Evaluators review the educator self-assessment as well as any evidence submitted and complete the summative performance rating which is transmitted electronically to educators. 6. Evaluators and educators convene an end-of-year conference. 	
HR Consequences Tied to Evaluation Results	Not specified.	
Evaluation of PE/PG System		Source
State Plans for Assessing System's Effectiveness	Not specified.	

Maine Teacher PE/PG System

General Information		Source
Race To The Top Winner?	No.	
ESEA Waiver Status	<p>Application submitted 9/6/2012.</p> <p>Requirements under LD 1858 for Maine's PE/PG system are estimated to be 86%* aligned with the requirements for an ESEA waiver.</p> <p>*Based on requirements for Maine's PE/PG system under LD 1858.</p>	<p>Center for Education Policy: NCLB/ESEA Waiver Watch, "NCLB/ESEA Waivers" map, http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48 Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p>
Estimated Alignment to Center on Great Teachers & Leaders Recommendations for PE/PG Systems	<p>83%*</p> <p>*Based on requirements for Maine's PE/PG system under LD 1858.</p>	<p>"Linking teacher evaluation to professional development: Focusing on improving teaching and learning," Center on Great Teachers & Leaders, http://www.tgsource.org/publications/LinkingTeacherEval.pdf</p> <p>Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p>
Estimated Alignment to National Educator Association Recommendations for PE/PG Systems	<p>54%*</p> <p>*Based on requirements for Maine's PE/PG system under LD 1858.</p>	<p>"New policy statement on teacher evaluation and accountability – adopted as amended," National Education Association, http://www.nea.org/grants/46326.htm</p> <p>Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p>
Estimated Alignment to National Council on Teacher Quality Recommendations for PE/PG Systems	<p>22%*</p> <p>*Based on requirements for Maine's PE/PG system under LD 1858.</p>	<p>"State of the states: Trends and early lessons on teacher evaluation and effectiveness policies," National Council on Teacher Quality, http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf</p> <p>Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p>
State's Implementation Timeline	<p>2013-2014 school year:</p> <p>Each SAU shall develop a system that meets the standards of this chapter, in collaboration with teachers, principals, administrators, school board members, parents and other members of the public.</p>	<p>Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p>

	<p>2014-2015 school year: Each SAU shall operate as a pilot project the system developed in the prior year by applying it in one or more of the schools in the unit or by applying it without using results in any official manner or shall employ other means to provide information to enable the unit to adjust the system prior to the first year of full implementation. Nothing in this section prohibits an SAU from fully implementing the system earlier than the 2015-2016 school year.</p> <p>2015-2016 school year: The requirements of this chapter apply to all school administrative units</p>	
Estimated Cost of the Evaluation System	Not specified.	
Development of Evaluation System	Each school administrative unit shall develop and implement a performance evaluation and professional growth system for educators. The system must meet the criteria set forth by the State, and must be approved by the department.	Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf
Professional Evaluation		Source
State's Teaching Standards	<p>InTASC standards or, as an alternative to using InTASC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for teachers:</p> <ul style="list-style-type: none"> • National Board for Professional Teaching Standards (NBPTS); • Professional Practice standards in the model developed by The Danielson Group; • Professional Practice Standards in the model developed by Marzano and Associates; • Any set of professional practice standards that are determined by DOE to be aligned with InTASC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the InTASC set of standards of professional practice]. <p>NOTE: A "set of professional practice standards" for teachers includes:</p> <ul style="list-style-type: none"> • Primary standards; • Supporting descriptions or indicators (e.g., performance, knowledge, dispositions, etc.) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and • Rubrics for each standard that are aligned with the adopted standards. 	<p>Maine Educator Effectiveness Council: "Recommendations of the Maine Educator Effectiveness Council," http://www.maine.gov/doe/accountability/documents/meec-report-complete-11-29-12.pdf</p>
Annual Teacher Evaluations for All Teachers?	The state mandates that the frequency of evaluations may vary depending on the effectiveness rating of each educator but observation of professional practice, feedback, and continuous improvement discussion must occur throughout the year for all teachers.	
Final Evaluation Ratings	Four levels; the rating scale must set forth the professional growth opportunities and the employment consequences tied to each level. At least 2 of the levels must represent effectiveness, and at least one level must represent ineffectiveness.	Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf
Observation Instruments	Not specified, but the Maine Educator Effectiveness Council is mandated to examine possible methods of gathering evidence including observation.	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx

Observation Procedures and Feedback	The state mandates that the frequency of evaluations may vary depending on the effectiveness rating of each educator but observation of professional practice, feedback, and continuous improvement discussion must occur throughout the year for all teachers.	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx
Measures and Indicators	Not specified, but the Maine Educator Effectiveness Council is mandated to examine possible methods of gathering evidence, including self-reflection and student or parent surveys, portfolios, and analysis of artifacts.	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx
Measuring Student Performance	<p>Student growth measures must be included for all teachers; the Maine Educator Effectiveness Council is mandated to recommend potential measures of student growth.</p> <p>Potential Measures of Student Growth:</p> <p>A. Statewide, Standardized Tests (e.g., NECAP and the Smarter Balanced Assessments that will replace NECAP in 2015) are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided:</p> <ul style="list-style-type: none"> • Test results are included in the evaluation of a teacher only if the test measures growth of a student after having been taught by that teacher; • Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring); • Results are included for a student only if the student took both the pre-test and the post-test; • The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not student attendance); • The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and • The data used in the evaluation is a statistically reliable sample, which may require 3-5 years of data, a power-analysis, etc. <p>B. Commercially available tests (other than those described above) are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A.</p> <p>C. District or school-developed assessments are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A and:</p>	<p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx ;</p> <p>Maine Educator Effectiveness Council: "Recommendations of the Maine Educator Effectiveness Council," http://www.maine.gov/doe/accountability/documents/meec-report-complete-11-29-12.pdf</p>

	<ul style="list-style-type: none"> • They are developed collaboratively (with administrators and/or other teachers); and • There is an adequate level of validation <p>D. For many students, Student Learning Objectives (SLOs) and Individual Education Plan (IEP) goals are important tools for individualizing instruction and learning. As such, they may establish an appropriate basis for measuring student growth and educator effectiveness provided that progress toward the objective or goal can be, and is, assessed according to the criteria set forth in paragraph A.</p>	
State Implementation Support	<p>The State created the “Maine Educator Effectiveness Council,” a stakeholder group tasked with developing recommendations for Maine’s PE/PG system. The Maine Department of Education is developing rules to flesh out the law.</p> <p>It is anticipated that the State will provide districts with PE/PG system guidelines.</p> <p>Targeted funds for educator evaluation beginning with the 2013-2014 school year. The commissioner shall calculate the amount available to assist school administrative units in developing and implementing PE/PG systems.</p> <p>The Fund for Efficient Delivery of Education Services is responsible for developing and providing support for regional teacher development centers to coordinate and conduct training of teacher and leader evaluators, and to design and implement training and professional development activities.</p>	<p>Maine Educator Effectiveness Council: “Recommendations of the Maine Educator Effectiveness Council,” http://www.maine.gov/doe/accountability/documents/meec-report-complete-11-29-12.pdf</p> <p>Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p>
Data Validation Processes in Place	The state longitudinal data system has built-in data validation as part of the data warehouse architecture.	NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx
Professional Growth		Source
Professional Growth and Other Required Uses for Evaluation Results	<p>A PE/PG system must include a process for using information from the evaluation process to inform professional development.</p> <p>MEEC must recommend major components of an evaluation process including: Ongoing training to ensure that evaluators and teachers and principals have a full understanding of the evaluation system and its implementation;</p> <p>Methods of providing feedback to teachers and principals for formative evaluation purposes;</p>	<p>Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p>

	Recommend a system of supports and professional development linked to effectiveness ratings for teachers and principals, including a process for developing and implementing a professional improvement plan.	
HR Consequences Tied to Evaluation Results	<p>MEEC must recommend major components of an evaluation process including: Methods for linking summative effectiveness ratings to human capital decisions.</p> <p>The State mandates that evaluation results be used to inform human resource decisions such as recruitment, induction, mentoring, professional development, compensation, assignment, and dismissal.</p> <p>A teacher's contract is triggered for nonrenewal if he or she receives an ineffective rating for two consecutive years.</p>	<p>Me. Pub. Law ch. 635, LD 1858: http://www.maine.gov/doe/accountability/documents/LD_1858.pdf</p> <p>NCCTQ State Comparisons: http://resource.tqsource.org/stateevaldb/Compare3States.aspx</p>
Evaluation of PE/PG System		Source
State Plans for Assessing System's Effectiveness	Not specified.	