

# Evaluating Teacher Effectiveness: Leading Examples from Other States & Districts

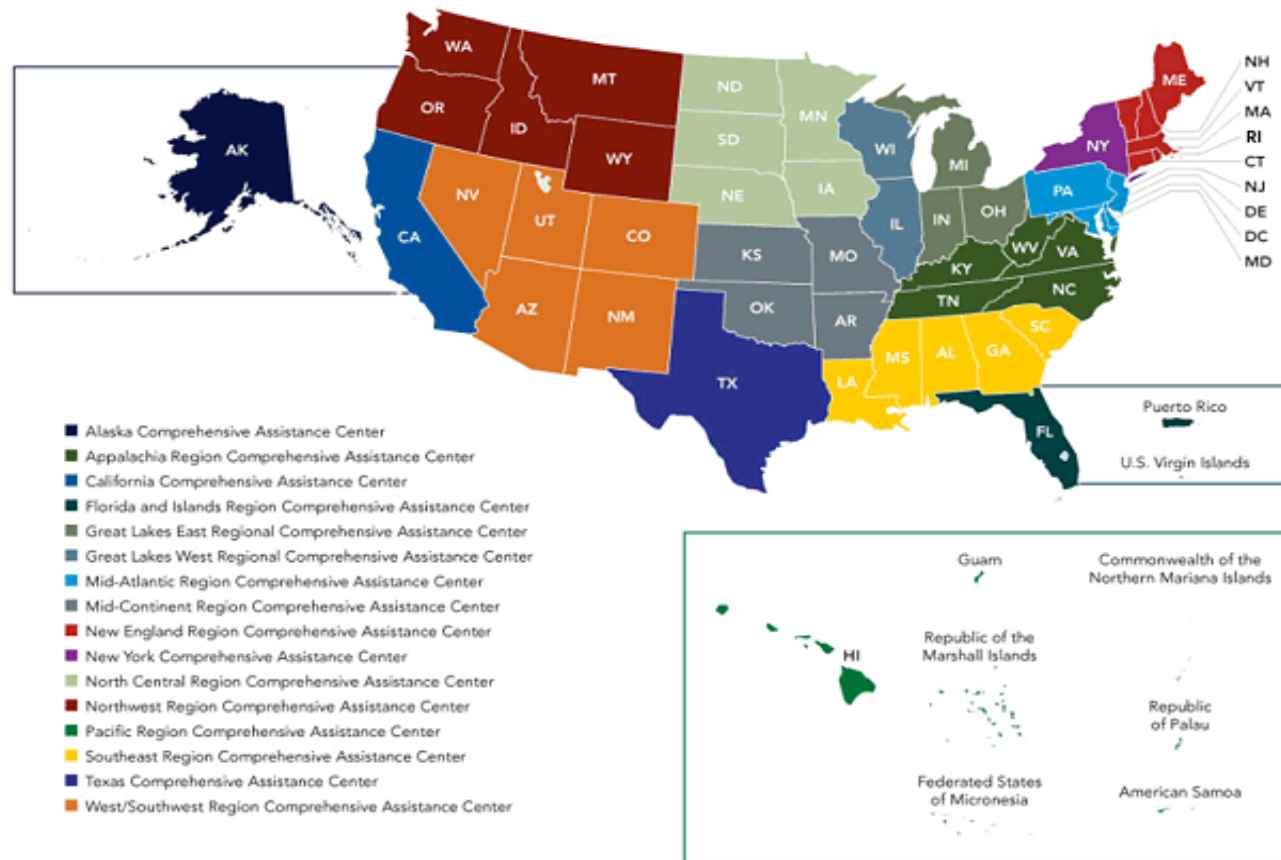
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# National Comprehensive Center for Teacher Quality (the TQ Center)

## REGIONAL COMPREHENSIVE ASSISTANCE CENTERS



# Presentation Overview

## ➤ Leading Examples:

- Guiding Principles for Educator Evaluation
- Evaluating Educator Practice
- Measuring Student Growth
- Implementing New Evaluation Systems

# Guiding Principles

➤ Rhode Island

➤ Ohio

# Guiding Principles: Rhode Island

The Rhode Island **Educator Evaluation System Standards** were **crafted to support the work of school districts through a comprehensive district educator evaluation** system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and
- provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

# Guiding Principles: Ohio Draft Example

## ➤ **What the System Is Created to Do:**

- Encourage ongoing dialogue between teachers and their evaluators
- Foster the professional growth of teachers in terms of increased knowledge and skills
- Customize teacher evaluation to a teacher's level of experience
- Propel schools to higher levels of effectiveness as a result of improved teacher performance
- Improve student learning and increase student achievement

## ➤ **What the System Is Designed to Be:**

- Fair and equitable
- Understandable and easy to use for both teachers and their evaluators
- Adaptable to local conditions and needs (allowing for tailoring work and targets of performance to the wide variety of contexts throughout the state—in terms of type of school, job assignment, career stage, type of community, and so forth)
- Formative (developmental) and summative (evaluative)

# Evaluating Educator Practice

- Tennessee
- Rhode Island or New York? What level are we looking for here?

# Evaluating Educator Practice

- Delaware or Tennessee
- TAP System Model
- Observation rubric shared and available to all teachers; teachers should be trained
- DOE to provide user-friendly, manageable forms to document observations and personal conferences
- Feedback from observation visits provided within one week
- Minimum of 4 observations for non-apprentice teachers
- Minimum of 6 observations for apprentice teachers



# Evaluating Educator Practice

Rhode Island

# Student Growth Measures

- Tested Grades and Subjects
  - Examples of percentages and combinations
- Non-tested Grades and Subjects
  - Collective measures of growth
  - Student learning objectives
  - Developing/Approving new assessments



# Student Growth Measures for Teachers in Tested Grades & Subjects

- Colorado 50%
- Georgia 50%
- Florida 50% (40% SEA, 10% LEA)
- Tennessee 50% (35% SEA, 15% Board)
- Rhode Island 51%
- New York 40% (25% state, 15% LEA)
- Maryland 50% (30% state, 20% district)
- North Carolina 40%

# Student Growth Measures for Teachers in Non-tested Grades and Subjects

- Tennessee – 50% of a related student growth score
- Rhode Island – Student learning objectives
- New York & Florida – Building more assessments

# Implementation Process

- Overall implementation strategies
- Examples of the strategies

# Implementation Process

- State-Level Evaluation System
  - Delaware
  - Rhode Island
  - Tennessee
- Elective State-Level Evaluation System
  - New York
  - Florida
- District Evaluation System
  - Ohio



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