



It Takes a City to Ensure Every Student Succeeds

LEA Institute

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OSSE Proposed Teacher Evaluation Standards Policy:

LEA Input Session

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Welcome

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” (William Ward)





Tell us about yourself

- **Your name**
- **LEA, school or organization**
- **Your role in the organization**
- **Your current teacher evaluation system, and/or**
- **Your plans to implement a system**



Goals for This Session

- **Provide an overview of ESSA as it relates to teacher evaluation standards**
- **Share state-level strategies in the draft state plan related to teacher evaluation standards**
- **Review and receive input related to the proposed State policy**



Overview of ESSA and the State Plan: Key Connections



New Requirements under ESSA

- ESSA Sec. 1111(g)(1)(B) requires that each state, in its application for Title I funds, describe “how low-income and minority children ... are not served at disproportionate rates by *ineffective, out-of-field, or inexperienced teachers*, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.”
- ESSA Section 1112(b)(2) requires that LEA applications for Title I funds include “(2) how the local educational agency will identify and address ... any disparities that result in low-income students and minority students being taught at higher rates than other students by *ineffective, inexperienced, or out-of-field teachers ...*”



Continuing What Works Under ESSA

- ESSA does not include federal requirements related to teacher evaluations, instead leaving all decisions on evaluation standards to the states.
- ESSA still emphasizes the need for states to ensure equitable access to effective teachers, and requires states to measure, evaluate, and publicly report on progress as it relates to teacher effectiveness.
- OSSE, as the state education agency, has stated in the draft state plan that it will develop teacher evaluation minimum standards.
- LEAs will continue to have full autonomy and flexibility to design and implement an evaluation system to assess teacher effectiveness.
- OSSE will provide guidance and support to LEAs in implementing a robust teacher evaluation system in fulfillment of ESSA's state action plan.



DC Teacher Evaluation Standards

OSSE's proposed teacher evaluation standards policy states:

1. All LEAs will have a teacher evaluation system.
2. LEAs shall develop teacher evaluation systems in consultation with educators.
3. LEAs shall have evaluation systems that are based on multiple measures.
4. Student learning metrics, including student growth on the state assessment, shall be included as a significant factor.
5. Evaluation systems shall allow for a range of performance, with at least three levels to allow for differentiation, and provide clear information for state/federal reporting purposes (by clearly designating one of the levels as “effective” for federal reporting purposes).



Draft Policy Walkthrough



Group Discussion



Key Discussion Questions

1. From your perspective, do the teacher evaluation standards make sense?
2. What additional questions or considerations do you want to raise as we work to finalize the state plan as it relates to teacher evaluations?
3. In what ways can OSSE best support you and your team with this work moving forward?



Thank you for your
participation!

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