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## Teacher and Principal Evaluation and Support System Requirements October 2012

**Purpose:** The ESEA Flexibility Waiver requires that all LEAs subject to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind implement teacher and leader evaluation systems that meet specific requirements outlined by the U.S. Department of Education. These state guidelines embody the requirements of the ESEA Flexibility Waiver. Non-charter LEAs, including the District of Columbia Public Schools (DCPS) will have to meet these guidelines.

Pursuant to a determination of the Charter Schools Program (CSP) Director at the U.S. Department of Education dated February 3, 2012, the Public Charter School Board (PCSB) is in compliance with assurances 3A and 3B of CSP. This means that the District is considered to have a strong charter school authorizer system. OSSE will, therefore, allow District public charter schools the flexibility to develop and implement evaluation and support systems that meet all of the elements of Principle 3 of the ESEA Flexibility Waiver, but that do not necessarily adhere to these OSSE-developed guidelines.

The DC OSSE will provide support to LEAs in developing appropriate growth measures and Student Learning Objectives (SLOs) if they choose to use them for teachers in non-tested grades and subjects. The DC OSSE will develop guidelines during the 2012-2013 school year for Student Learning Objectives that LEAs can use if they intend to develop SLOs. The DC OSSE will also provide professional development and technical assistance to LEAs in developing and implementing SLOs and other growth measures into their evaluation systems.

**Process:** Non-charter LEAs will submit their unique evaluation documents that demonstrate how they meet each of these criteria. If their documents do not address all of these criteria, they will provide a brief, supplementary word document that addresses all of the criteria. For approval, the plan must meet the required elements of each section, achieving a label of “sufficient” or “meets criteria” for all. If not approved, the LEA must submit revisions based on the feedback provided. Charter LEAs will demonstrate to the PCSB that they meet the requirements of the U.S. Department of Education.

**Due Date:** The evaluation documents are due by April 30, 2013 and should be submitted to [robin.chait@dc.gov](mailto:robin.chait@dc.gov).

## **Teacher and Leader Evaluation System Requirements**

The following requirements apply to both teacher and leader evaluation systems:

1. **Involve teachers and principals in developing or revising evaluation systems.** The LEA will describe their process for involving teachers and principals in developing or revising evaluation systems.
2. **Ensure validity of systems.** The LEA will provide data to OSSE sufficient to allow OSSE to conduct a validity analysis or provide results to OSSE from a validity study that analyzes the correlation between observation scores and student growth or achievement measures.
3. **Provide training to teachers, evaluators and other school staff on the evaluation system.** The LEA will describe their process for providing training to teachers, evaluators, and other school staff on the evaluation system. The LEA will describe how they work to ensure inter-rater reliability among evaluators.

**Section 1 – Involve teachers and principals in developing or revising evaluation systems.**

The LEA will describe its process for involving teachers and principals in developing or revising evaluation systems.

<b>SUFFICIENT</b>	<b>LIMITED<sup>1</sup></b>	<b>NOT PROVIDED</b>
The LEA has described a thorough process for involving teachers and principals in developing or revising evaluation systems.	The LEA has described a vague or incomplete process for involving teachers and principals in developing or revising evaluation systems.	The LEA has not described a process for involving teachers and principals in developing or revising evaluation systems.

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Section 1 Comments/Feedback:

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<sup>1</sup> If the LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

**Section 2 – Ensure the validity of the evaluation system.**

The LEA will provide data to OSSE so OSSE can conduct a validity analysis or provide results to OSSE from a validity study that analyzes the correlation between observation scores and student growth or achievement measures.

( ) I agree to provide the data necessary to OSSE to conduct an analysis of the correlation between observation scores and student growth or achievement or will provide the data from this analysis.

**Section 3 – Provide training to teachers, evaluators and other school staff on the evaluation system.**

The LEA will describe its process for providing training to teachers, evaluators, and other school staff on the evaluation system. The LEA will describe how it works to ensure inter-rater reliability among evaluators.

<b>SUFFICIENT</b>	<b>LIMITED<sup>2</sup></b>	<b>NOT PROVIDED</b>
The LEA has described a thorough process for providing training to teachers, evaluators, and other school staff on the evaluation system, including a description of how they will work to ensure inter-rater reliability among evaluators.	The LEA has described a vague or incomplete process for providing training to teachers, evaluators, and other school staff on the evaluation system, or has not described how they will work to ensure inter-rater reliability among evaluators.	The LEA has not described a process for providing training to teachers, evaluators, and other school staff on the evaluation system, including a description of how they will work to ensure inter-rater reliability among evaluators.

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Section 3 Comments/Feedback:

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<sup>2</sup> If the LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

## **Teacher Evaluation System Requirements**

- 1. Include student growth as a significant portion of teacher evaluation**
  - a. Student growth and achievement counts for 50% of a teacher's evaluation in tested grades and subjects.** The LEA will report on the components of their evaluation system and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should indicate that a DC CAS-based measure of growth will account for at least 30% of the evaluation rating for English/ Language Arts and mathematics teachers in grades 4-8 and may choose another assessment or measure to account for the remaining percentage.
  - b. Student growth counts for at least 15% of a teacher's evaluation in non-tested grades and subjects.** The LEA will report on the components of their evaluation system and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should describe the measure or measures that will be included in evaluations of teachers in non-tested grades and subjects and should indicate that these measures will account for at least 15% of a teacher's evaluation. The LEA may choose from the following options for student growth measures for teachers in non-tested grades and subjects:
    - i. Use a measure of schoolwide growth that is based on the DC CAS in English/Language Arts and/or Mathematics. (The LEA may also include schoolwide growth results based on science and composition assessments when they are available);
    - ii. Develop student learning objectives for every classroom that are aligned with Common Core State Standards (CCSS) where available or DC or Industry Standards where CCSS are not available. In grades or subjects in which pre-tests are not available, educators will use all available prior assessments to set appropriate objectives; or
    - iii. Develop a growth measure that is based on a standardized assessment that is aligned with or relevant to CCSS.
- 2. Conduct an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that it has an annual evaluation process for every teacher and will make available evidence that evaluations have occurred during the monitoring process.
- 3. Use evaluations to support individualized professional development.** The LEA will provide evidence that it has a system to provide individualized professional development to teachers based on identified needs. The LEA must include evidence that also references how the teacher evaluation and support system will enable special education, English Language Learner and general classroom teachers serving these student populations to improve instructional practice. The LEA may reference an evaluation document that includes an area for next steps or action items to address teachers' areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, or an aggregate professional development plan for the school that is informed by the individual needs of teachers. The LEA may offer other evidence that demonstrates that evaluations are informing professional development.

- 4. Use evaluations to inform personnel decisions.** The LEA provide a narrative explanation that demonstrates that evaluation information informs personnel decisions such as those about compensation, promotion, retention, and/or removal. The LEA will explain the process by which it makes these decisions and how it uses evaluation information to do so.
  - a. The annual evaluation must include student growth and achievement as a significant portion of teacher evaluations. Because the DC CAS-based measures will be available in the summer, the LEA has flexibility in demonstrating how it is using the complete evaluation to inform human capital decisions. For example, the LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or the LEA may demonstrate that it is using both current and prior year evaluations (including prior evaluations that include student growth) to inform human capital decisions. However, the LEA will have to demonstrate that the annual evaluation is used to inform human capital decisions.
  - b. The LEA will provide data to OSSE on the numbers of teachers in each rating category, and the number of teachers retained and dismissed in each rating category.
- 5. Include multiple measures for performance besides the growth measure.** The LEA will report on the components of its evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The components include an observation rubric that measures more than one area of performance. Other measures of performance may be included as well. Evaluation systems may address the following areas of performance:
  - a. **Commitment to school community, mission and values.** Includes professional norms and expectations, collaboration with other school staff, character, commitment to the school community, parent engagement.
  - b. **Effective lesson planning and instructional delivery.** Includes planning, instructional practices, assessment, and use of data.
  - c. **Fostering a positive environment for student learning.** Includes classroom management, student/teacher interactions, and student engagement.
- 6. Divide effectiveness into at least four tiers.** The LEA will provide narratives for each tier that describe the full spectrum of performance. Each narrative will describe the competencies and skills a teacher at each level is expected to master. The LEA will also describe how the tiers are determined. The LEA will report teacher effectiveness ratings to OSSE in four categories.
- 7. Provide teachers with timely and constructive feedback.** The LEA will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA's observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

**Instructions:** Please complete the template below indicating the components of your evaluation system. Columns B-E should be completed with the submission of the teacher evaluation plan and should indicate the component of the evaluation system and the weight it represents (for example, observation rubric, 30%). One year after implementation, the LEA should provide individual teacher evaluating ratings and the total score each teacher received. If the LEA is not conducting its own validity analysis, the LEA should also submit individual component scores for each evaluation component.

Teacher Evaluation Template										
<i>Teachers in Tested Grades and Subjects</i>										
Teacher ID	Teacher Grade and Subject	Evaluation Components					Final Score	Final Evaluation Rating (e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, dismissed)
		(at least 30%)	(at least 15%)	%	%	%				
		A DC CAS Measure	B Other Student Achievement	C	D	E				
1234										
1235										
1236										
1237										
1238										
<i>Teachers in Untested Grades and Subjects</i>										
Teacher ID	Teacher Grade and Subject	Evaluation Components					Final Score	Final Evaluation Rating(e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, dismissed)
		(at least 15%)	%	%	%	%				
		A Student Growth	B	C	D	E				
1239										
1240										
1241										



## Teacher Evaluation Plan Rubric

### Section 1- Include student growth as a significant portion of teacher evaluation.

**Student growth and achievement counts for 50% of a teacher's evaluation in tested grades and subjects.** The LEA will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should indicate that a DC CAS based measure of growth will account for at least 30% of the evaluation rating for English/ Language Arts and mathematics teachers in grades 4-8 and may choose another assessment or measure to account for the remaining percentage.

- a. Student growth counts for at least 15% of a teacher's evaluation in non-tested grades and subjects.** The LEA will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should describe the measure or measures that will be included in evaluations of teachers in non-tested grades and subjects and should indicate that these measures will account for at least 15% of a teacher's evaluation. The LEA may choose from the following options for student growth measures for teachers in non-tested grades and subjects:
- i.** Use a measure of schoolwide growth that is based on the DC CAS in English/Language Arts and/or Mathematics. (The LEA may also include schoolwide growth results based on science and composition assessments when they are available);
  - ii.** Develop student learning objectives for every classroom that are aligned with Common Core State Standards (CCSS) where available or DC or Industry Standards where CCSS are not available. In grades or subjects in which pre-tests are not available, educators will use all available prior assessments to set appropriate objectives; or
  - iii.** Develop a growth measure that is based on a standardized assessment that is aligned with or relevant to CCSS.
- a.**

**Section 1- Include student growth as a significant portion of teacher evaluation.**

<b>MEETS CRITERIA</b>	<b>DOES NOT MEET CRITERIA</b>
The evaluation template indicates that student growth and achievement counts for at least 50% for tested grades and subjects and student growth or achievement counts for at least 15% for non-tested grades and subjects.	The evaluation template is not complete or does not indicate that student growth counts for at least 50% for tested grades and subjects and at least 15% for non-tested grades and subjects.

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Section 1 Comments/Feedback:

**Section 2 – Conduct an annual evaluation process.**

The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every teacher and will make available evidence that evaluations have occurred during the monitoring process.

<b>MEETS CRITERIA</b>	<b>DOES NOT MEET CRITERIA</b>
A narrative description indicates the LEA conducts an annual evaluation process for every teacher and describes the process and benchmarks for this process.	A narrative description does not indicate that the LEA conducts an annual evaluation process for every teacher or does not describe the process and benchmarks.

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Section 2 Comments/Feedback:

**Section 3 – Use evaluations to support individualized professional development.**

The LEA will provide a narrative explanation that demonstrates that evaluation information informs professional development. Include information in the narrative that speaks to how the teacher evaluation and support system will enable special education, English Language Learner and general classroom teachers serving these student populations to improve instructional practice. The LEA may reference an evaluation document that includes an area for next steps or action items to address teachers’ areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, or an aggregate professional development plan for the school that is informed by the individual needs of teachers. An LEA may offer other evidence that demonstrates that evaluations are informing professional development.

<b>SUFFICIENT</b>	<b>LIMITED<sup>3</sup></b>	<b>NOT PROVIDED</b>
A narrative explanation references an evaluation document that includes an area for next steps or action items to address teachers’ areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, an aggregate professional development plan for the school that is informed by the individual needs of teachers, or other evidence that demonstrates that evaluations are informing professional development.	The narrative explanation is provided, but it provides incomplete or vague evidence that evaluation information informs professional development.	No explanation is provided or the explanation does not demonstrate a connection between evaluation results and professional development plans.

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<sup>3</sup> If an LEA achieves a rating of Limited or Not Provided, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 3 Comments/Feedback:









**Section 7 –Provide teachers with timely and constructive feedback.**

The LEA will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA’s observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

<b>SUFFICIENT</b>	<b>LIMITED<sup>6</sup></b>	<b>NOT PROVIDED</b>
The LEA demonstrates it is giving teachers timely and constructive feedback at several points throughout the school year.	The LEA demonstrates it is giving teachers timely and constructive feedback once during the school year.	The LEA did not provide evidence that it is giving teachers timely and constructive feedback.

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Section 7 Comments/Feedback:

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<sup>6</sup> If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

## **Principal Evaluation System Requirements**

1. **Include student growth as a significant portion of principal evaluation.** The LEA will report on the components of its evaluation system using the Principal Evaluation Template. The LEA will demonstrate that student growth accounts for a significant proportion of a principal's evaluation rating. The LEA will explain how its student growth measure is consistent with its schools' missions, values, and goals.
2. **Conduct an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every principal and during the monitoring process will make available evidence that evaluations have occurred.
3. **Use evaluations to inform human capital decisions.** The LEA will explain how evaluation information will inform human capital decisions such as decisions about principals' professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated ineffective are retained.
4. **Include multiple, qualitative measures of performance.** The LEA will report on the components of its evaluation systems using the Principal Evaluation Template. The components must include more than one qualitative measure. Evaluation systems may include the following qualitative measures of performance:
  - a. Parent, staff, and/or student surveys
  - b. Compliance with state or federal regulations
  - c. Compliance with special education requirements
  - d. Principal leadership and competencies
  - e. Measures of teacher practice
5. **Include school-specific goals.** The LEA will include more than one, measurable, school-specific goal. These goals may also be based on the system's student growth measure. For example, if an LEA includes DC CAS scores as its student growth measure and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:
  - a. Student performance will increase by 5% on the DC CAS.
  - b. Parent participation in the school survey will increase by 20%.
  - c. The achievement gap will close by at least 3 points.
  - d. Graduation rates will increase by 10%.
  - e. Attendance rates will average 95%.
  - f. Detentions will decrease by 10%.
6. **Divide effectiveness into at least four tiers.** The LEA will provide narrative descriptions for each tier that describe the full spectrum of performance and outline the competencies and skills a principal at each level is expected to master. The LEA will report to OSSE on principal performance according to four categories. After a year of implementation the LEA will complete

the Principal Evaluation Template, indicating how individual principals are rated. The LEA should consider the following general guidance in their ratings:

- Highly effective principals consistently achieve high scores on all elements of an LEA's evaluation system;
- Effective principals are proficient on almost all elements of a school's evaluation system;
- Minimally effective principals are those who need additional support in several of the elements of a school's evaluation system; and
- Ineffective principals are those who are struggling in most of the elements of a school's evaluation system.

**Instructions:** Please complete the template below indicating the components of your evaluation system. Columns A-E should indicate the component of the evaluation system (for example, leadership rubric, student achievement). These columns should be completed with the submission of the principal evaluation plan. The Final Evaluation Rating column should indicate the rating each principal received.

Principal ID	Evaluation Components					Final Evaluation Rating (e.g. Highly effective, effective)	Date of Final Evaluation Rating	School's Action (retained, dismissed)
	A	B	C	D	E			
1234								
1235								
1236								
1237								
1238								

**Section 1- Include student growth as a significant portion of principal evaluation.** The LEA will report on the components of its evaluation system using the Principal Evaluation Template. The LEA will demonstrate that student growth accounts for a significant proportion of a principal’s evaluation rating. The LEA will explain how its student growth measure is consistent with its schools’ missions, values, and goals.

<b>SUFFICIENT</b>	<b>LIMITED<sup>7</sup></b>	<b>DOES NOT MEET CRITERIA</b>
The LEA provides a clear and robust explanation of how its student growth measure is consistent with its school mission, values, and goals.	The LEA provides an incomplete or vague explanation of how its student growth measure is consistent with its school mission, values, and goals.	The LEA does not provide an explanation of how its student growth measure is consistent with its school mission, values, and goals.

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Section 1 Comments/Feedback:

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<sup>7</sup> If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

**Section 2 – Conduct an annual evaluation process.**

The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every principal and during the monitoring process will make available evidence that evaluations have occurred.

<b>MEETS CRITERIA</b>	<b>DOES NOT MEET CRITERIA</b>
A narrative description indicates the LEA conducts an annual evaluation process for every principal and describes the process and benchmarks for this process.	A narrative description does not indicate that the LEA conducts an annual evaluation process for every principal or does not describe the process and benchmarks.

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Section 2 Comments/Feedback:

**Section 3 - Use evaluations to inform human capital decisions.**

The LEA will explain how evaluation information will inform human capital decisions about principals such as decisions about professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated “1” are retained.

<b>SUFFICIENT</b>	<b>LIMITED<sup>8</sup></b>	<b>NOT PROVIDED</b>
There is clear evidence that principal evaluation results inform human capital decisions.	There is very little evidence that principal evaluation results inform human capital decisions.	There is no evidence that principal evaluation results inform human capital decisions.

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Section 3 Comments/Feedback:

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<sup>8</sup> If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.





**Section 5 – Include school-specific goals.**

The LEA will include more than one, measurable, school-specific goal. These goals may also be based on the system’s student growth measure. For example, if an LEA includes DC CAS scores as its student growth measure and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:

- a. Student performance will increase by 5% on the DC CAS.
- b. Parent participation in the school survey will increase by 20%.
- c. The achievement gap will close by at least 3 points.
- d. Graduation rates will increase by 10%.
- e. Attendance rates will average 95%.
- f. Detentions will decrease by 10%.

<b>MEETS CRITERIA</b>	<b>DOES NOT MEET CRITERIA</b>
The evaluation system includes more than one measureable, school- specific goal.	The evaluation system includes one or no measureable, school-specific goals.

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Section 5 Comments/Feedback:

