



# Teacher and Leader Evaluation Requirements

## An Overview

## Teacher and Leader Evaluation Requirements: An Overview

The Office of the State Superintendent of Education (OSSE) believes that all District of Columbia (D.C.) residents should have access to an excellent education that prepares them for success in college, careers, and future life opportunities.

As part of this mission, the Teacher and Leader Evaluation Requirements were developed to ensure a team of effective teachers and leaders in every public school.

The requirements were created in conjunction with D.C. Race to the Top commitments and terms of the Elementary and Secondary Education Act flexibility waiver, granted to D.C. by the U.S. Department of Education (U.S. DOE).



## Using the Teacher and Leader Evaluation Requirements, Local Education Agencies (LEAs) will be able to:

- Use a common framework for evaluation, but personalize the system to best meet the needs of schools and staff.
- Communicate clear expectations for high-quality teaching and leadership.
- Provide educators timely and constructive feedback throughout the school year.
- Increase consistency and objectivity in evaluating professional practices and performance.
- Inform educators' professional development based on individual needs and opportunities for growth.
- Determine educators' annual performance within at least three tiers of effectiveness.
- Make district and school human capital decisions based on multiple measures of an individual's performance.
- Recognize schools for their excellent performance.

## Why were the evaluation requirements developed?

Students come first, and the best way to improve student learning is to provide them with the most effective teachers and school leaders. Effective teachers and leaders have the resources to remove barriers to education and provide the necessary support to maximize students' classroom experiences.

Educators know it's important to regularly evaluate their students' progress in order to understand and address students' individual learning needs and help them grow. Similarly, teachers and leaders can benefit from an evaluation process that provides feedback about strengths and opportunities for growth.

The Teacher and Leader Evaluation Requirements are based on D.C.'s Race to the Top application as well as OSSE's waiver from the Elementary and Secondary Education Act that was approved in summer 2012. These requirements have been further defined through a collaborative process between OSSE staff and local education leaders serving on the Human Capital Task Force.

OSSE believes that it can best support LEAs in recruiting, developing, and supporting effective educators by providing exemplary standards, guidance, and technical assistance that will inform LEAs' development of rigorous educator evaluation and support systems. Meaningful evaluation and support systems will help improve instructional practices, resulting in increased teacher and leader effectiveness, greater student achievement, and higher graduation rates.

## Who must meet the evaluation requirements?

All D.C. LEAs receiving federal funds must develop and implement rigorous teacher and leader evaluation systems that meet the requirements of the U.S. DOE pursuant to the District of Columbia's ESEA flexibility waiver. Evaluation systems that align with these requirements will provide feedback to help educators improve their practice and ultimately increase student growth.

### Charter LEAs Not Participating In Race to the Top

Charter LEAs not participating in Race to the Top must meet the U.S. DOE requirements for Principle 3, however they are not required to adhere to the D.C. state guidelines. The U.S. DOE deemed the D.C. Public Charter School Board (PCSB) to have a high standard of accountability through a strong charter school authorizer system, allowing the public charter schools it oversees to meet the requirements of Principle 3, but not the state guidelines. Public charter schools should submit their evaluation systems to PCSB to determine whether such systems are consistent with these requirements.

### LEAs Participating In Race to the Top

All LEAs participating in Race to the Top, including D.C. Public Schools and charter LEAs, must continue to implement evaluation systems that meet Race to the Top requirements.

### DCPS

DCPS—as a non-charter, public LEA—must meet the D.C. state guidelines.

## LEA Options and Flexibility

LEAs have the ability to shape the design and implementation of local teacher and leader evaluation systems beyond the requirements. Flexibility for LEAs includes:

- Determining the process for how evaluations are completed.
- Determining the weights assigned to components other than student growth.
- Choosing an observation rubric based on rigorous standards.
- Determining the frequency and nature of classroom observations.
- Incorporating a variety of measures of performance, such as a teacher's commitment to school community or fostering a positive environment for students.
- Designing individualized professional development.
- Determining how to share feedback.
- Determining how evaluations inform specific human capital decisions.
- Determining distinctions among multiple performance tiers and the spectrum of performance each tier describes.



## Guidelines for Teacher and Leader Evaluation Requirements

While the Teacher and Leader Evaluation Requirements promote a common and rigorous evaluation framework, there are differences across LEAs in how teacher and leader effectiveness will be measured and how this information will be used within schools to improve student achievement. This allows LEAs to develop an evaluation framework that best fits their organizational culture and education goals.

# Teacher and Leader Evaluation Requirements

State Guidelines (DCPS)

Race to The Top Guidelines (RttT LEAs)

Federal Guidelines (Charter LEAs that receive federal funds)

	State Guidelines (DCPS)	Race to The Top Guidelines (RttT LEAs)	Federal Guidelines (Charter LEAs that receive federal funds)	
<b>Teacher evaluation systems must...</b>				
Multiple Measures	Include as a significant factor data on student achievement or growth for all students (including English Language Learners and students with disabilities)	● <i>(50% for teachers of tested grades and subjects)</i>	●	
	Incorporate individual value-added results for 50% of the performance level determination for teachers of math and English language arts (ELA) in grades 4-8*		●	
	Incorporate student achievement or growth for at least 15% of the performance level determination of teachers of non-tested grades and subjects	●		
	Include other measures of professional practice which may be gathered through multiple formats and sources, such as: <ul style="list-style-type: none"> <li>- Observations based on rigorous teacher performance standards</li> <li>- Teacher portfolios</li> <li>- Student and parent surveys</li> </ul>	●	●	●
	Use observation rubrics that address more than one area of practice		●	
	Use multiple valid measures in determining performance levels	●	●	●
	<b>Leader evaluation systems must...</b>			
Multiple Measures	Include student outcome metrics (e.g., student growth, performance, attendance) as a significant factor		●	
	Include student achievement or growth measures for all school leaders	●		●
	Include multiple, qualitative measures of performance, such as: <ul style="list-style-type: none"> <li>- Parent, staff, and/or student surveys</li> <li>- Compliance with state or federal regulations</li> <li>- Compliance with special education requirements</li> <li>- Principal leadership competencies</li> <li>- Measures of teacher practice</li> </ul>	●	●	
	Include multiple school-specific and measureable goals	●	●	
	Use multiple valid measures in determining performance levels	●	●	●
	<b>LEAs must...</b>			
Implementation	Conduct teacher and principal evaluations regularly	● <i>(Annually)</i>	● <i>(Annually)</i>	●
	Involve teachers and principals in developing and revising evaluation systems	●		●
	Provide training to teachers, evaluators, and other school staff on the evaluation system	●		●
	Conduct or participate in a validity study		●	
<b>Evaluation systems must...</b>				
Purpose and Use	Provide clear, timely, and useful feedback that identifies needs and guides professional development	●	●	●
	Support teachers' individualized professional development	●	●	
	Inform continual improvement and instruction	●	●	●
	Differentiate performance meaningfully using multiple performance levels	● <i>(At least four)</i>	● <i>(Four)</i>	● <i>(At least three)</i>
	Inform personnel decisions	●	●	●

\*Note: If a RttT LEA's waiver request is approved by OSSE, the LEA may use individual value-added results for at least 30% of the evaluation rating and can propose other measures of student achievement for the remaining percentage equal to 50%.

## About OSSE

The Office of the State Superintendent of Education (OSSE) is a high-performing, transparent agency that sets proactive policies, exercises vigilant oversight, and directs resources that guarantee residents educated in the District of Columbia are among the highest performers in the nation, fully prepared for successful post secondary learning and employment in the current creative economy.



Visit [www.osse.dc.gov](http://www.osse.dc.gov) for additional information on the Teacher and Leader Evaluation Requirements.