



State Teacher Evaluation Systems: Fifty State Scan on Resources for Early Childhood Teachers

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Purpose: This 50-state analysis provides a national view of how states include early childhood teachers in state educator evaluation systems. This scan was developed to follow up on the findings reported in CEELO’s policy report, [How are Early Childhood Teachers Faring in State Teacher Evaluation Systems?](#), which analyzed 11 states’ early childhood teacher evaluation policy and practice in depth.

Methodology: CEELO reviewed state websites to identify the status of implementation, whether early childhood teachers are included, and related news or resources.

Intended Audience and Use: This information is meant to provide stakeholders with information on resources pertinent to early childhood teachers in state educator evaluation systems as they are supported to improve their practice.

Disclaimer: State information is continually updated and so this scan may not be exhaustive of all relevant materials. A state’s main webpage is often the best source for current information.¹

Trend findings: The 50-state scan revealed several findings on state teacher evaluation programs:

- California, Nebraska, Montana, Texas, and Vermont do not have a legislatively mandated state-wide teacher evaluation system. Nevada and Texas have delayed implementation to provide more time to develop system capacity.
- Alabama, Idaho, Iowa, and Maine have a state-level educator-evaluation system and are continuing to develop requirements and resources for educators, but do not have weights or measures for evaluation. Rather, they use other evaluation processes to determine effectiveness or do not have policy in place yet.

¹ Any suggestions, corrections, or updates can be sent to info@ceelo.org.



- Thirteen out of 50 states currently do not mention or identify preschool teachers specifically in their teacher evaluation system. Some states do include evaluations for the more broad “non-tested grades.” In these cases, many different types of educators, including preschool teachers, could fall under this “non-tested” category, but no specific language exists on what types of teachers this encompasses, or preschool teachers are not specifically mentioned but could be included in this category.
- Alabama, Colorado, Delaware, Rhode Island, and Wisconsin all report having a specific evaluation approach for early childhood special needs teachers. This is particularly important, as looking at student impact for these students may differ from students in a non-special needs environment.

The table on the next page lists, state-by-state, pertinent information on teacher evaluation policies as they relate to early childhood teachers. For additional resources, see page 19.



Table 1 State by State Scan of Teacher Evaluation Policies

State	Implementation Status	EC Included/ Plans for Adjustment?	Components of Weighting	Additional Information-Legislation
Alabama EDUCATEAlabama	Implemented 2011-2012	Pre-K Special Educators K-3rd	Not Available	Alabama only relies on self-assessment for teacher evaluation and does not provide weights or measures. Additionally, all local education agencies may implement their own formative evaluation process; therefore components can vary. The preschool program is run by the Department of Children’s Affairs, not required to participate in teacher evaluation. Importance of EDUCATE/LEAD Alabama
Alaska Alaska Educator Evaluation & Support: System Design	On July 1, 2016, districts will report number and percentage of teachers for the 2015-2016 school year for the first time.	K-3, Districts and teachers will develop tools for currently “non-tested” or “non-assessed” subjects.	Data about student growth, % of educator’s evaluation: SY 2015-16, 2016-17 -20% SY 2017-18 - 35% SY 2018-19 & thereafter - 50%	Alaska Teacher Evaluation System Chart
Arizona Teacher/Principal Evaluation	Implemented 2012-2013	Varies by district.	Varies by district	“The intent of this repository is not to require the use of any specific evaluation instrument or system, but rather to provide LEAs with additional guidance on how they might develop their own.”



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				Teacher Rating Tables and Excel Workbooks Arizona Framework for Measuring Educator Effectiveness (2013-2014 School Year)
Arkansas Teacher Evaluation System	Implemented 2014-2015	Pre-K teachers working in the public school system may be required on a local level to participate, but not required statewide	Overall rating is not determined by a specific percentile, but rather by professional practice and student growth determined by a growth-measure assessment between two points in time.	Student Growth Calculation Teacher Excellence and Support System
California	N/A			N/A
Colorado State Model Evaluation System for Teachers	Piloting until 2016	Birth-age 3 Pre-K K-3 rd Early Childhood Special Education Teachers Child Find Team Members	50% Assessment of Teacher Practice 50% Student Achievement/Growth	For more detailed information see Colorado State Profile in CEELO's Research on Teacher Evaluation



State	Implementation Status	EC Included/ Plans for Adjustment?	Components of Weighting	Additional Information-Legislation
Connecticut Connecticut’s System for Educator Evaluation and Development	Implemented 2014-2015	Birth-age3 Pre-K K-3rd	40% Assessment of Teacher Practice 45% Student Growth/Value Added Model 5% or 10% Survey 5% School-wide Measure	For more detailed information see Connecticut State Profile in CEELO’s Research on Teacher Evaluation
District of Columbia IMPACT--the DCPS Effectiveness Assessment System for School-Based Personnel	Implemented 2012-2013	Pre-K K-3rd	75% Teaching and Learning Framework 15% Student Achievement 10% Commitment to the School Community Core Professionalism	Core Professionalism is scored differently from the other components Early Childhood Education Teachers IMPACT Guidebook
Delaware DPAS II - Delaware Performance Appraisal System	Implemented	Birth-age 3 Pre-K K-3 rd Child Find Coordinators Part B-619 Title 1 ECAP EC Special Needs	80% Assessment of Teacher Practice 20% Student Achievement	For more detailed information see Delaware’s State Profile in CEELO’s Research on Teacher Evaluation
Florida District Performance Evaluation Systems	Implemented 2011-2012	Only for those employed by the school district. Some public schools offer VPK	50% Student Growth 50% Instructional Practice	102.34 Personnel Evaluation Procedures and Criteria



State	Implementation Status	EC Included/ Plans for Adjustment?	Components of Weighting	Additional Information-Legislation
Georgia Teacher and Leader Effectiveness	Implemented 2012-2013	Pre-K EC Special Education	50% Teacher Assessment 50% SLO Survey: used to inform teachers formative assessment when applicable starting Grade 3	Teacher Keys Effectiveness System Implementation Handbook Georgia was set to roll out high stakes evaluation, but state is looking to delay consequences until 2015-2016.
Hawaii Educator Effectiveness System	Implemented 2013-2014	Classroom Teachers of Non-Tested Grades and Subjects	45% SLO 30% Classroom Observations/Working Portfolio 20% Core Professionalism 5% Hawaii Growth Model	For more detailed information see Hawaii's State Profile in CEELO's Research on Teacher Evaluation Improving Hawaii's Educator Effectiveness System for School Year 2014-2015
Idaho Educator Evaluation	Implemented 2014-2015	All teachers must be evaluated annually, not specific	Breakdown not available; varies between districts. But according to ESEA Waiver, requires states to include growth in student achievement and parental input in evaluation frameworks.	Idaho has not yet addressed how they will include student growth in teacher evaluations. First year ratings must inform personnel decisions. Teacher Evaluation Policy in Idaho
Illinois Performance Evaluation Advisory Council (PEAC)	Implemented 2013-2014	Pre-K K-3 rd	30-50% Student Growth depending on district decision.	Student growth shall represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system. Thereafter, student growth shall represent at least 30



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				<p>percent of the rating assigned. Any joint committee that cannot agree to the percentage of student growth that shall comprise the performance evaluation rating assigned shall adopt a performance evaluation plan in which student growth is 50 percent of the performance evaluation rating assigned.</p> <p>For more detailed information see Illinois State Profile in CEELO's Research on Teacher Evaluation</p> <p>Guidance on Building Teacher Evaluation Systems for Teachers of Students with Disabilities, English Learners, and Early Childhood Students</p>
<p>Indiana</p> <p>RISE Evaluation and Development System</p>	<p>Implemented 2012-2013</p>	<p>Pre-K K-3rd</p>	<p>75% Teacher Effectiveness Rubric 20% SLO 5% School-Wide Learning Measure</p>	<p>Although Indiana does not have a public pre-K program, they have adjusted their evaluation program to include early childhood.</p> <p>RISE Evaluation and Development System Evaluator and Teacher Handbook Version 2.0</p>



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<p>Iowa</p> <p>Teacher Evaluation</p>	<p>Implemented 2013-2014</p>	<p>Pre-K K-3rd</p>	<p>Exact weights not clear as all local districts have different requirements.</p>	<p>All local districts create their own teacher evaluation standards based on the Iowa Teaching Standards. There is no state policy on teacher evaluation.</p> <p>Model Framework for Designing a Local Staff Evaluation System Based on the Iowa Teaching Standards</p>
<p>Kansas</p> <p>Educator Evaluations</p>	<p>Implemented 2014-2015</p>	<p>Not clear, however language suggests non-tested subjects are included.</p>	<p>Combined result of Instructional Practice Protocol and Student Growth Measure equal to the final summative evaluation rating. Exact weights not clear as all local districts have option of using KEEP or using a locally developed instructional practice protocol.</p>	<p>Student Growth Measures (SGM's) Fact Sheet</p> <p>KEEP Educator Evaluation System Guidelines Handbook</p>
<p>Kentucky</p> <p>Professional Growth and Effectiveness System (PGES)</p>	<p>Implemented 2014-2015</p>	<p>Pre-K K-3rd</p>	<p>Professional Practice Student Growth</p> <p>Weights determined locally</p>	<p>The Overall Performance Category is determined by the educator's ratings on professional practice and student growth. Evaluator determines this based on professional judgment against domains and district developed rubrics and decision rules.</p> <p>Model Certified Evaluation Plan</p> <p>PGES Regulation 704 KAR 3:370</p> <p>Preschool Pilot</p>



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Louisiana Compass	Implemented 2012-2013	K-3rd Includes non-tested grades	50% Student Growth (student learning targets) 50% Observation	2013-2014 Louisiana Teacher Performance Evaluation Rubric
Maine Educator Effectiveness	Piloting (Expecting 2015-2016 School Year)	All pre-K teachers that are certified	Will decide by June 1 2015	Maine DOE Teacher Performance Evaluation and Professional Growth Model
Maryland Teacher and Principal Evaluation	Implemented 2013-2014	Pre-K K-3 rd	50% Assessment of Teacher Practice 50% Student Growth/Value Added Model	For more detailed information see Maryland's State Profile in CEELO's Research on Teacher Evaluation .
Massachusetts Educator Evaluation	Implemented 2014-2015	Pre-K K-3 rd	Assessment of Teacher Practice Student Growth Value Added Model Student Achievement Survey (All district determined weights)	For more detailed information see Massachusetts State Profile in CEELO's Research on Teacher Evaluation .
Michigan Educator Evaluation System	Implemented 2013-2014	K-3 rd	50% student growth and assessment by 2015. Classroom observation weights determined by districts.	Timeline for student growth weighting staggered. By 2014-2015 at least 40% of evaluation must be based on student growth and assessment data and moves to 50% by 2015-2016. Revised School Code Act 451 of 1976 380.1249 (Performance Evaluation)



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Minnesota Teacher Evaluation Default Model	Implemented 2014-2015	Non-tested grades (K-3 rd)	45% Teacher Practice 35% Student Growth 20% Student Engagement	The Teacher Development, Evaluation, and Peer Support Model: Implementation Handbook
Mississippi M-STAR Mississippi Teacher Evaluation System	Implemented 2014-2015	Non-tested grades	50% Professional Practice 50% Student Outcomes	<p>2014-2015 first year of implementation after shifting from a district determined evaluation system to a statewide system. In 2015-2016 school year, breakdown of components will change to 50% Professional Practice, 20% school-wide growth and 30% SLOs.</p> <p>Mississippi develops new teacher evaluation system</p> <p>Mississippi Statewide Teacher Appraisal Rubric (M-STAR)</p> <p>Mississippi Teacher Evaluation System (MTES) Updates</p>
Missouri Teacher Evaluation	Implemented 2014-2015	Pre-K K-3 rd	Professional Commitment Professional Practice Professional Impact (Student Performance and Feedback) Weighting district determined	<p>Teacher Evaluation</p> <p>Missouri Observation Simulation Tool</p> <p>Model Evaluation System</p> <p>Growth Guide</p>



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Montana	State Guidelines Implemented 2013-2014	Not specified	Four Domains: Planning and Preparation Learning Environment Instructional Effectiveness for Student Learning Professional Responsibilities	Montana has no state legislation enforcing teacher evaluation. Montana is one of only 10 states not using TE for personnel decisions. NCTQ Montana Press Release Montana Educator Performance Appraisal System
Nebraska	State Guidelines Implemented 2011-2012	Not specified	Effective Practices: Foundational Knowledge Planning and Preparation The Learning Environment Instructional Strategies Assessment Professionalism Vision and Collaboration	Nebraska does not mandate all school districts to participate, and allows local districts to implement the state guidelines. Teacher and Principal Performance Framework
Nevada Nevada Educator Performance Framework (NEPF) Statewide Evaluation System	Not Implemented	Non-tested grades	35% Instructional Practice 15% Professional Responsibilities 50% Student Outcomes	Delayed another year to better prepare. Nevada delays start of new teacher evaluations Nevada Educator Performance Framework: Policy Parameters and Implementation Guidelines



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New Hampshire SIG Teacher Evaluation System	Implemented 2014-2015	Pre-K K-3rd	Varies by district, the actual weighting depends on variability by district.	In 2013, New Hampshire’s Task Force on Effective Teaching developed a model evaluation system, which LEA’s can use as a basis for evaluation. For non-tested grades, SLO’s are used to link student performance to educators. The New Hampshire Task Force on Effective Teaching: Phase II
New Jersey Teacher Evaluation	Implemented 2013-2014	Pre-K K-3 rd	80% Assessment of Teacher Practice 20% Student Achievement	For more detailed information see New Jersey’s State Profile in CEELO’s Research on Teacher Evaluation . Teacher Practice in 2014-15
New Mexico NMTEACH	Implemented 2013-2014	K-3 rd	K-2 nd weighted separately from 3 rd : 50% Student Achievement 25% Classroom Observations 15% Planning, Preparation and Professionalism 10% Teacher Attendance	Local districts may choose to distribute weights differently or use different assessment tools. NMTEACH 2013-2014 Educator Effectiveness Plan
New York Engage NY Teacher Leader Effectiveness	Implemented 2012-2013	K-3 rd	60% Measures of Teacher Practice 20% State Measures (state assessments or growth)	In grade 3, student survey will comprise 5% of a teacher’s evaluation beginning 2014-2015 school year.



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Library			measures chosen by principal) 20% Local Measures	Guidance on New York State’s Annual Professional Performance Review for Teachers and Principals to Implement Education Law §3012-c and the Commissioner’s Regulations State Regent Reaction to Evaluation Proposal
North Carolina NC Educator Evaluation System	Implemented 2014-2015	Pre-K, K-3 rd	100% Student Growth Value for whole school for all non-tested grades	North Carolina Educator Evaluation System - Frequently Asked Questions North Carolina Teacher Evaluation Process Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children
North Dakota	Not Implemented			New program expected to be implemented in 2015-2016 school year. North Dakota Teacher Evaluation Guidelines
Ohio Teacher Evaluations	Implemented 2013-2014	Pre-K K-3 rd	50% Assessment of Teacher Practice 50% Student Growth/Value Added Model	For more detailed information see Ohio’s State Profile in CEELO’s Research on Teacher Evaluation.



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Oklahoma Teacher and Leader Effectiveness	Partial Implementation	Non-tested	35% Teacher Effectiveness 15% Academic Measures 50% Qualitative Component	The qualitative component is based on a set of different evaluations that districts may choose from. TLE Implementation Side-By-Side in Accordance with SB 426 Oklahoma’s Teacher and Leader Effectiveness Evaluation System Frequently Asked Questions
Oregon Oregon Framework for Educator Evaluation and Support Systems	Implemented 2013-2014	N/A	20% Student Learning and Growth 80% Professional Practice and Responsibilities	Oregon will be using a 16-point matrix to determine the summative component of teacher effectiveness, in addition to whatever performance rubrics districts are currently using. Oregon Matrix Model for Educator Evaluation Oregon’s Matrix Model for Summative Evaluation
Pennsylvania Educator Effectiveness Systems in Pennsylvania	Implemented 2013-2014	Pre-K K-3 rd	50% Assessment of Teacher Practice 35% Student Achievement: 15% School-wide Measure	For more detailed information see Pennsylvania’s State Profile in CEELO’s Research on Teacher Evaluation



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Rhode Island Educator Evaluation	Implemented 2012-2013	Pre-K Special Education K-3 rd	Assessment of Teacher Practice Student Growth/ Value Added	Planning to add Pre-K in 2015. For more detailed information see Rhode Island's State Profile in CEELO's Research on Teacher Evaluation
South Carolina ADEPT	Expecting 2015-16	Non-tested grades	50% Professional Practice 30% Student Growth 20% District Choice	District choice involves district developed measures and can include a variety of surveys or other locally designed measures South Carolina Improved Educator Support and Evaluation System Framework South Carolina State Board of Education Expanded ADEPT Support and Evaluation System Guidelines for Classroom-Based Teachers
South Dakota Teacher Effectiveness Pilot Project	Implemented 2014-2015	N/A	Assessment of Teacher Practice Student Growth	Determining Teacher Effectiveness South Dakota Teacher Effectiveness Handbook
Tennessee Teacher Evaluation	Implemented 2014-2015	K-3 rd	35% Student Growth Measures 15% Student Achievement 50% Other Mandatory Criteria-Quantitative	The "Other Mandatory Criteria" portion of the evaluation model will use multiple data sources to evaluate educator practice against the



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				<p>qualitative appraisal instrument contained in each approved evaluation model.</p> <p>Teacher and Principal Evaluation Policy Observation Guidance Document, including Early Childhood</p>
Texas	Piloting (Expecting 2016-2017)	Non-tested grades	70% Observation 10% Teacher Self-Assessment 20% Student Growth	<p>Texas has no state legislation enforcing teacher evaluation. Evaluation is optional.</p> <p>State seeks extra year to test new teacher evaluation system</p> <p>Texas Teacher Evaluation and Support System FAQ</p>
Utah Teaching and Learning Educator Effectiveness	Implemented 2014-2015	Non-tested grades	Student Growth and Learning Professional Performance Stakeholder Input	<p>SLO FAQ</p> <p>USOE Model Evaluation System</p>
Vermont	Not Implemented	Non-tested	Observation of Practice Indicators of Student Learning and Outcomes Evidence of Contributions to the School, District or Profession	<p>Vermont has no state legislation enforcing teacher evaluation.</p> <p>Vermont Guidelines for Teacher and Leader Effectiveness</p>



State	Implementation Status	EC Included/ Plans for Adjustment?	Components of Weighting	Additional Information-Legislation
Virginia Performance and Evaluation	Implemented 2012-2013	K-3rd	40% Student Academic Progress 10% Professional Knowledge 10% Instructional Planning 10% Instructional Delivery 10% Assessment of/for Student Learning 10% Learning Environment 10% Professionalism	Virginia Standards for the Professional Practice of Teachers
Washington Teacher/Principal Evaluation Pilot	Partial Implementation (Expecting 2015-2016)	N/A	Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three evaluation criteria.	Weights of components are based on local decisions. Teacher effectiveness is determined by calculating score from eight criteria and student growth. RCW 28A.405.100 Minimum Criteria for the Evaluation of Certificated Employees Teacher and Principal Evaluation in Washington Teacher Criteria, Criteria Definitions, and Instructional Framework Alignment State vs. Local Decision Matrix



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West Virginia West Virginia Educator Evaluation	Implemented 2013-2014	Pre-K K-3rd	80% Educator Performance 15% Student Learning Goals 5% School-wide Growth	Evaluation Rubrics for Teachers Educator Evaluation Summative Evaluation
Wisconsin Teacher Evaluation	Implemented 2014-2015	Pre-K K-3 rd Early Childhood Special Ed.	50% Teacher Practice 50% Student Outcome Measures	Guidance for Educators Serving in Unique Roles and Contexts Toolkit: Early Childhood
Wyoming	Piloting (Full Implementation in 2016-2017)	Non-tested	20% Learner and Learning 20% Content Knowledge 20% Instructional Practice 20% Professional Responsibility 20% Student Learning	The Wyoming Model Leader and Educator Support and Evaluation System



ADDITIONAL RESOURCES ON STATE TEACHER EVALUATION SYSTEMS ON CEELo'S WEBSITE

For more information on teacher evaluation resources, please see the following CEELo publications:

[How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems? CEELo Policy Report](#)

[How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems? CEELo Executive Summary](#)

[CEELo Annotated Bibliography: Selected Resources to Support Early Childhood Teachers in State Educator Evaluation Systems](#)

[Fast Fact: Inclusion of Pre-Kindergarten and Other Early Childhood Staff in State Teacher Evaluation Systems](#)

[Evaluating Early Childhood Educators: Prekindergarten Through Third Grade: CEELo Tool](#)

[Tapping Teacher Evaluation Using Child-Level Data to Improve Teaching For All--CEELo Webinar](#)

[Teacher Evaluation: P-3 Webinar](#)



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