

Feature of State Model	Summary of State approach	Features to consider for NH	Features to avoid	Rationale/ recommendation
Approach to measuring teacher practices <ul style="list-style-type: none"> Standards used in measurement State/local determination 		- Use of standards for individual prof. practice w/rubric -Self-assessment as long as based on evidence and teacher practices and student growth -differentiate process based on status (new, exp. Perf. Etc.)		-administrators trained as evaluators, can be augmented with other certified evaluators -training for teachers -administrators only for struggling
Approach for measuring student growth in tested subjects and grades <ul style="list-style-type: none"> State/local determination 	-multiple measures -state assessment where exists -portfolio capstone(behavior etc.) -student goals ie: IEP -other district assessments	-High school competency-based goals	-weighting/portioning -Look for NH models, practices -frequent, on-going assessment -minimum measures state, district	-Assess over time, not one time -tiered recommendations -basic, preferred-exemplary (look to districts) -Use of websites to disseminate info (FAG;s, Guideline, Exemplars
Approach for measuring student growth in non-tested subjects and grades <ul style="list-style-type: none"> State/local determination 				
Approach for combining various indicators into an overall teacher evaluation <ul style="list-style-type: none"> State or local determination 				
Consequences and rewards based on ratings <ul style="list-style-type: none"> State/local determination 				