

**Subject: Educator Support and Evaluation Systems**

*Legal Reference:*

Every Student Succeeds Act of 2015 (S.1177)  
 No Child Left Behind of 2001 (Public Law 107-110)  
 RSA 189:1-a(III)  
 Ed 512.02 and ED 512.03

## TECHNICAL ADVISORY ON EDUCATOR SUPPORT AND EVALUATION SYSTEMS

*The purpose of this advisory is to: 1) confirm that the requirement included in the NH ESEA Flexibility Waiver – regarding 20 percent student performance weight be included in an educator's evaluation – is not included in the reauthorized Every Student Succeeds Act; 2) remind the reader that there remain areas in the Ed Rules that still require districts to utilize measurable student learning outcomes in developing Individual Professional Development Plans and Local Professional Development Master Plans; and 3) encourage districts to continue to think about the integrated role that measurable student learning outcomes should play in a student-centered educator support and evaluation system, even without the 20 percent requirement.*

### TRANSITIONING TO THE EVERY STUDENT SUCCEEDS ACT

On December 10, 2015, President Obama signed the **Every Student Succeeds Act (ESSA)** into law. This law reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and replaces the No Child Left Behind Act of 2001. In addition, the law requires all ESEA Flexibility Waivers to cease as of August 1, 2016. This includes the state's requirement for schools to include a percentage weight (20 percent) of student performance on an educator's evaluations. The New Hampshire Department of Education (NH DOE) recognizes that schools and districts are in different places in implementation of their high quality educator support and evaluation systems and looks forward to working with educational administrators, educators, parents and other stakeholders during the transition to regulations under ESSA. Please remember that the requirements of the Flexibility Waiver remain in effect until August 1, 2016.

To ensure a smooth transition to all areas in the new law, the NH DOE will be gathering input, facilitating advisory teams and drafting a thoughtful state accountability plan that is focused on **student success** and **educator support**. This work will occur over the next 18 months and will take effect in the 2017-2018 school year. The NH DOE will provide guidance and updates through Technical Advisories and our website on this process. It is important to note that the regulations for the new law will not likely be finalized by the U.S. Department of Education until late this fall. More can be found about the regulation process on <http://www.ed.gov/ESSA>.

## EDUCATOR SUPPORT AND EVALUATION SYSTEMS

Teachers inspire, educate and open doors of opportunity for students. Teachers are the most important school-based factor in helping to ensure that students are prepared to succeed and fulfill their dreams, followed by school principals. Schools, school districts and states play an important role in making sure teachers and principals have the supports they need to fulfill their increasingly complex roles.

It is for this reason that the New Hampshire Department of Education convened two educator task forces and a principal task force to develop high quality educator support and evaluation system models. The state's ESEA Flexibility Waiver included those models with an additional requirement to ensure that at least 20 percent of an educator's evaluation is weighted on student academic performance using multiple measures. This focus was to encourage the development of evaluation systems to be student centered.

Over the last few years, educators, educational administrators and school board members have been actively engaged in building and implementing new and/or improved educator support and evaluation systems.

Every district explored design options and developed their systems in ways intended to meet their local student and community needs. The NH DOE recognizes the dedication and hard work districts have put into their local systems.

## USING FOCUSING ON PROFESSIONAL LEARNING

Although the **Every Student Succeeds Act** does not require educator evaluation and support systems as articulated in the state's current waiver, the expectation is that schools have already engaged in the development and implementation work. The NH DOE believes that each district will continue to refine their systems, as needed with lessons learned, through a deep engagement process with teachers and principals.

New Hampshire state law RSA 189:1-a(III) continues to state that:

*"School boards shall adopt a teacher performance evaluation system with the involvement of teachers and principals for use in the school district. A school board may consider any resources it deems reasonable and appropriate, including any resources that may be provided by the state department of education."*

In addition, several Ed Rules under the Certification Standards for Educational Personnel focus on student learning and educator support. For example:

- Ed 512.02, the *Criteria for State Approval of Local Professional Development Master Plans* requires districts to provide evidence of activities that foster collective responsibility for **improved student performance**. (Ed 512.02(c)(7)(c)).

- Ed 512.02, the *Criteria for State Approval of Local Professional Development Master Plans* requires districts to provide a description of the needs assessment process that includes a data collection system and how the school or district makes decisions regarding professional development priorities in order to:
  - a. Identify student learning needs;
  - b. Determine individual educator goals;
  - c. Determine school or district goals;
  - d. Evaluate student learning and educator growth;**
  - e. Measure the effectiveness of individual professional development plan; and
  - f. Evaluate the effectiveness of the master professional development plan on an ongoing basis.

Under Ed 512.03(a)(3), the *Individual Professional Development Plan*, certified educators shall develop, in collaboration with a supervisor or the supervisor’s designee, an individual plan that includes one or more goals for improving student learning and be developed from:

- a. The educator’s self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;
- b. Analysis of student work;
- c. **Analysis of student achievement data**, if available; and
- d. A review of school or district master plan needs assessment.

Finally, Ed 512.03(a)(4) requires the *Individual Professional Development Plan* to outline the educator’s growth in the professional standards as referenced in the local evaluation system (c); and **effective instructional practices related to school and district goals that increase student achievement** (d). These requirements all **focus on student learning and ensuring educators have the support they need** through professional learning.

#### **IMPLEMENTING AN INTEGRATED EDUCATORS SUPPORT SYSTEM**

The ESEA Flexibility Waiver concludes on August 1, 2016 and the new **Every Student Succeeds Act** does not require the inclusion of a specific percentage of student performance be included or weighted in a local evaluation system. However, due to the collaborative efforts of educators and policymakers, New Hampshire has quality teacher and principal evaluation models that, thus far, has **promoted support of high quality professional learning for educators**. The NH DOE hopes and expects (evidenced in the Ed Rules above) that educators and administrators will continue their efforts to focus on using their state-required educator evaluation system (RSA 189:1-a(III)) to provide evidence of effective teaching and learning and to support to their educators where necessary.

Please contact Karen Soule at [karen.soule@doe.nh.gov](mailto:karen.soule@doe.nh.gov) if you have any questions.

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