



A Flurry of Activity

*Educator Effectiveness Policies in SREB
States Continue to Improve*

Across the SREB region, states and districts are conducting pilots to assess the benefits and utility of various teacher evaluation, professional development and compensation models. SREB's team in Educator Effectiveness helps member states in this process by:

- Analyzing and synthesizing research and policies to inform policy-making.
- Creating a community of leaders who collaborate in designing and implementing policy.
- Conducting thorough analysis of state frameworks and implementation plans to pinpoint strengths, weaknesses, opportunities and threats.
- Serving as a critical friend and constructive partner throughout the policy-making, implementation and continuous improvement cycles.

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Executive Summary

Recruit, train, reward, retain. These actions sound like the core competencies of a human resources manager or the buzzwords for economic development initiatives aiming to attract Fortune 500 companies. The same principles apply to finding, preparing and retaining effective educators.

All 16 SREB states have overhauled their educator evaluation systems. Changes to teacher evaluation are encouraging legislators to scrutinize other policies related to compensation, employment status and professional learning. If states design evaluation systems that give teachers multiple ways to demonstrate growth and improve professional practice, then evaluation systems could generate positive outcomes in other areas of the profession.

This document summarizes 2014 legislation passed by SREB states in the following areas:

- Educator Evaluation Systems
- Professional Learning and Growth
- Employment Status
- Teacher Induction
- Certification and Licensure
- Compensation

It also includes an overview of current state evaluation systems.

For an interactive view of these systems see online guide for policy-makers at www.sreb.org/ElementsofEvaluation.

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Table 1. 2014 Legislation: Teacher Feedback and Evaluation Systems

State	Enacted Bill	Summary
DE	SB 168	Allows districts to develop alternative evaluation systems for all educators, including novice teachers and specialists. Previously, state law did not authorize the use of local evaluation systems for these personnel.
DE	SB 244	Expands the authority of the Delaware Performance Appraisal System II (DPAS II) Advisory Committee, to (1) review system-wide implementation; (2) ensure that data collected is accurate and reliable; and (3) study whether the data are used fairly and to improve educator quality and PD offerings. Requires committee to review proposed amendments to Delaware's ESEA waiver.
FL	HB 433	Requires that districts staff failing schools with teachers receiving an effective or highly effective rating in the prior year's performance evaluation, or educators with valid certificates who are provided with high-quality mentoring during their first two years of employment.
FL	SB 1642	Allows districts to use local assessments for teachers of non-tested grades and subjects only for the 2014-2015 school year. Requires district superintendents to provide teachers with the opportunity to verify the accuracy of their student rosters.
LA	HB 415	Charges the Educator Evaluation Advisory Committee with assessing the whole effectiveness of the teacher evaluation program. Previously, state law only required the review of student growth elements and the adoption of educator effectiveness standards.
LA	HB 533	Requires that the value-added model exclude any test scores of a student who is habitually absent (ten unexcused absences per semester).
MD	SB 676	Prohibits the use of any performance evaluation criteria to make personnel decisions before the 2016-2017 school year.
OK	HB 3173	Requires the confidentiality of records for current or former teachers and administrators, including any data related to evaluations or classroom observations.
OK	SB 1828	Authorizes the use of evaluation and observation data to dismiss teachers, and for these data to be made available to authorized representatives of the department of education, its contracting designees and any person specified by the teacher in a hearing. Provides that first and second-year teachers should have evaluations based solely on qualitative elements.

TN	HB 2264	Prohibits the establishment of any rules, policies or guidelines that require the SEA or districts to align results from classroom observations with student growth data.
TN	SB 1813	Allows teachers scoring "significantly above expectations" on each of their last three evaluations to petition the commissioner of education for a waiver of any licensure renewal requirements.
TN	SB 1863	Provides that K-8 students must have been present for 150 days of classroom instruction during the school year, and high school students for 75 days of classroom instruction per semester before their results are included in a teacher's value-added score.
VA	HB 930	Creates a committee to make recommendations on formative and summative assessments, individual student growth measures and the alignment of school report cards to state standards.

Table 2. 2014 Legislation: Educator Professional Development

State	Enacted Bill	Summary
FL	SB 850	Provides PD for middle grade educators and school administrators related to classroom instruction and educational leadership. Establishes online support system, subject to appropriations, that would provide materials related to digital instruction, industry certifications and extended learning opportunities for students.
KY	HB 75	Adds several components to the superintendent training program, including instructional leadership and an executive coaching and mentoring program. Requires superintendents to complete training within two years.
MD	HB 1164	Charges the Maryland PARCC Implementation Workgroup with assessing the professional learning needs of teachers and principals related to the implementation of the Maryland College- and Career-Ready Standards.
SC	HB 3410	Authorizes Regional Education Centers to provide PD programs to educators. Defines the roles and duties of career development facilitators.
SC	SB 516	Provides pre-service and in-service literacy training. Requires hiring of at least one literacy coach in each early grades school. Authorizes the Read to Succeed Office to work with educator prep programs to develop literacy endorsements. Requires teaching candidates, beginning in 2016-17, to take literacy course sequence.
TN	SB 2002	Requires professional training to address how to provide effective reading instruction to students with dyslexia.
WV	HB 4619	Requires plans to describe how teachers will give input regarding PD offerings.

Table 3. 2014 Legislation: Employment Status

State	Enacted Bill	Description
LA	HB 179	Requires the district superintendent to disclose all terms of initial or continuing contract of employment including promotion, salary and tenure statuses, prior to local board approval.
MS	HB 455	Removes due process for teachers who are or were employed at failing schools that are converted to "New Start" schools.
OK	SB 1828	Authorizes the use of evaluation and observation data to dismiss teachers, and for the data to be made available to representatives of the department of education, its contracting designees and any person specified by the teacher in a hearing.

Table 4. 2014 Legislation: Teacher Entry and Induction

State	Enacted Bill	Summary
DE	SB 168	Authorizes districts to develop alternative evaluation systems for all educators, including novice teachers and specialists. Previously, the law did not authorize the use of local evaluation systems for these personnel.
FL	HB 433	Requires all instructional personnel who supervise or direct teacher candidates to demonstrate the candidate's impact on student growth, hold a valid professional certificate and have at least three years of teaching experience.
MD	SB 666	Requires Maryland Teacher Fellows scholarship recipients to teach in schools in which at least half of students are eligible for free and reduced lunch.
OK	HB 2885	Requires the Oklahoma Commission for Teacher Preparation and the Oklahoma State Regents to create a paid teacher internship program for aspiring teachers.
WV	HB 4619	Allows district to develop plans to support the professional practices of new and emerging teachers.

Table 5. 2014 Legislation: Certification and Licensure

State	Enacted Bill	Description
DE	SB 234	Makes alternative licensure requirements identical for public and charter school teachers.
FL	HB 433	Revises the components of competency-based certification program and certain requirements for renewal or reinstatement of a professional certificate.
MS	SB 2575	Revises the GPA and Praxis II requirements for teacher candidates applying for alternative licensure.
OK	HB 2683	Provides alternative route to certification for aspiring special education teachers.
SC	SB 516	Authorizes the Read to Succeed Office to work with postsecondary institutions to develop literacy endorsements.
TN	SB 1813	Allows teachers scoring "significantly above expectations" on each of their last three evaluations to petition the commissioner of education for a waiver of any requirement for the renewal of their licenses.
VA	HB 725	Increases the number of faculty members in teacher preparation programs on the Advisory Board on Teacher Education and Licensure.
VA	HB 758	Requires every teacher seeking licensure with an endorsement in career and technical education to have an industry certification in the subject area in which the teacher seeks endorsement.

Table 6. 2014 Legislation: Teacher Compensation

State	Enacted Bill	Description
FL	SB 1642	References state funds that districts may apply to develop and implement teacher performance pay systems.
LA	HB 179	Requires the district superintendent, prior to local board approval of any initial or continuing contract of employment, to disclose all terms of such contract including promotion, salary and tenure statuses.
MS	HB 504	Requires the state board of education to establish a state salary schedule based on a minimum of three benchmarks. Proposed benchmarks include degree level, years of experience, National Board Certification, achievement of school- or teacher-level student learning objectives, student growth gains on statewide assessments and service as a "mentor teacher."

SC	HB 4921	Allows school districts to negotiate salaries below the school district salary schedule for the 2014-2015 school year for retired teachers who are not participants in the Teacher and Employee Retention Incentive program.
TN	SB 1856	Requires the state board of education, with assistance from the department of education, to promulgate a salary schedule for licensed educators based on years of service and educational training. Allows districts to waive state schedule.
TN	SB 2240	Prohibits the department of education from revoking or non-renewing an individual's license based on student growth data as represented by the Tennessee value-added assessment system (TVAAS), or some other comparable measure of student growth if TVAAS data is unavailable. Removes provision authorizing the state board of education to adopt policies for revocation of licenses and certificates.
VA	HJR 1	Requires the department of education to study the feasibility of implementing a teacher career ladder program.
WV	SB 391	Provides a two percent increase in pay for all teachers.

Table 7. Teacher Evaluation Systems: An Overview

Student Impact Measures Key					
VAM: Value-Added Model			TGS: teachers of Tested Grades and Subjects		
SGPs: Student Growth Percentiles			NTGS: teachers of Non-Tested Grades and Subjects		
SLOs: Student Learning Objectives					
State	Year of Full Implementation	Professional Practice Measures	Student Impact Measures	Component Weights	
				Prof. Pract.	Stud. Gr.
AL	2015-2016	Observation rubric Professionalism measure (beg. in 2015-16)	Student growth scores based on statewide or local assessments, and SLOs.	Weights TBD	
AR	2014-2015	Observation rubric Optional: Student surveys	SGPs for TGS Measures for NTGS TBD	N/A	
DE	2012-2013	Observation rubric	<u>Measure A</u> : VAM <u>Measure B</u> : State-approved assessments that districts select or teachers develop <u>Measure C</u> : SLOs	80%	20%
FL	2011-2012	Observation rubric Optional: Annual professional practice goals; student, parent and peer surveys	VAM scores for TGS Districts develop SLOs for NTGS	50%	50%

GA	2014-2015	Observation rubric and student surveys	SGPs and SLOs for TGS SLOs for NTGS	50%	50%
KY	2014-2015	Optional: Self-assessments, professional growth plans, local & state growth data, and student surveys	SGPs and SLOs for TGS SLOs for NTGS	N/A	
LA	2012-2013	Observation rubric	VAM for TGS SLOs for NTGS	50%	50%
MD	2015-2016	Observation rubric	SLOs based on statewide assessments for TGS SLOs based on alternative assessments or growth goals for NTGS	50%	50%
MS	2014-2015	Observation rubric Student surveys Professional growth goals (beg. in 2015-16)	SGPs for TGS SLOs for NTGS (pilot beg. in 2014-15)	50%	50%
NC	2014-2015	Optional: Student surveys	VAM for TGS SLOs for NTGS	N/A	
OK	2015-2016	Observation rubric	VAM and Other Academic Measures (OAMs) for TGS	50%	50%
SC	2014-2015	Observation rubric Formative assessment	SLOs and OAMs for NTGS VAM, school-wide performance and district-chosen measure(s) for TGS SLOs for NTGS	50%	50%
TN	2011-2012	Observation rubric Optional: Student surveys	VAM for TGS SLOs for NTGS	50%	50%
TX	2015-2016	Observation rubric	VAM for TGS Districts may use SLOs, teacher portfolios and district-level pre- and post-tests for NTGS	80%	20%
VA	2012-2013	Observation rubric Optional: Student surveys and teacher portfolios	SGPs for TGS SLOs for NTGS	60%	40%
WV	2013-2014	Observation rubric	SLOs and school-wide VAM for all teachers	80%	20%

Table 8. Teacher Evaluation Systems: Professional Practice Measures

State	Required Number of Annual Observations			Summary of Professional Practice Policy
	Novice Teachers	Teachers Rated Ineffective	Career Teachers	
AL	2	2	2	Evaluators use evidence from observations, teacher conferences, the previous year’s professional learning plan and the teacher self-assessment to produce ratings for each teaching standard.
AR	2	2	At least once every three years	The number of observations required varies based on the teacher’s track. State policy does not dictate the number of evaluators required to observe teachers.
DE	3	2	At least once every two years	Principals are the primary evaluators but they may designate “other credentialed observers,” including district staff, development coaches and peer teachers.
FL	2	Not specified	1	Districts provide evaluator training, specify the number of evaluators required to observe teachers and the personnel who can conduct formal observations.
GA	Multiple	Multiple	Multiple	Local education agencies (LEAs) may designate members of school and district leadership teams to evaluate teachers besides principals, as long as they are certified. The state education agency (SEA) allows but does not require districts to use multiple evaluators.
KY	Multiple	Multiple	At least once every three years	Principals and trained administrators may observe teachers. Teachers may request observations from peer teachers or content specialists. Districts choose the number of observations that teachers receive.
LA	2	2	2	School administrators must conduct formal observations, but instructional coaches and peer teachers may observe teachers to help inform the chief evaluator’s rating. The SEA authorizes districts to adjust the number of required evaluations for “highly effective” and low-performing teachers.
MD	2	2	At least once every three years	The number and type of evaluators vary by district. Teachers rated as “ineffective” must receive at least one observation by an individual other than their supervisor.

MS	1	1	1	The SEA authorizes administrators other than the principal to evaluate teachers, as long as they complete state-sponsored or state-approved training.
NC	4	Not specified	3 (in license renewal year)	Principals, other school administrators, peer teachers, trained evaluators from the state department and instructors from approved educator preparation programs are authorized to conduct observations.
OK	2	Not specified	1	In most cases, principals or assistant principals conduct teacher observations. However, the SEA authorizes districts to use other school or district administrators.
SC	4	Not specified	4	At least two trained and certified evaluators observe teachers. Each evaluator conducts at least two observations. The observers discuss their independent ratings and reach consensus on the overall rating. Teachers who are rated as "needs improvement" or "unsatisfactory" receive ratings from three evaluators.
TN	1 or 4	4	1 or 2	Districts may exceed the number of state-required observations, require multiple observers and conduct evaluator calibration activities during the school year. Most teachers receive four observations per year, but teachers rated as "highly effective" may elect for only one annual observation.
TX	1	Not specified	1	SEA rules do not specify who can observe teachers aside from principals or other school administrators.
VA	1	Not specified	At least once every three years	The SEA authorizes principals, assistant principals, department heads and instructional leaders to observe teachers.
WV	4	Not specified	2	The annual number of classroom observations required varies based on seniority. The SEA does not require observations for teachers with six or more years of experience, but requires an annual self-reflection process.

Table 9. Teacher Evaluation Systems: Student Impact Measures

State	Tested Grades and Subjects	Non-Tested Grades and Subjects
AL	Teachers will receive student growth scores based on statewide assessments. The SEA will pilot the student growth elements during the 2014-15 school year.	Districts may develop or adopt assessments that teachers can use to develop student achievement targets (SLOs).
AR	Teachers will receive a student growth percentile in the 2014-15 school year.	TBD
DE	Teachers receive student growth scores based on statewide assessments. This includes reading and math teachers in grades three through 10.	The SEA authorizes districts to develop or adopt alternative assessments (Measure B) and educator-developed and state-approved goals for professional growth (Measure C).
FL	The state VAM measures year-over-year student growth on statewide assessments while accounting for specific student, classroom and school characteristics that impact student learning.	The SEA requires each district to develop student growth measures. The SEA provides a list of assessments that districts may use. Districts have the discretion to use homegrown assessments, if they are approved by the SEA.
GA	The SEA uses the statewide math and English assessments and end-of-course tests to generate student growth percentiles.	Teachers will receive student growth measures based on district-chosen, state-approved SLOs. SLOs are course specific and address grade-level learning goals.
KY	Teachers will receive a student growth trend rating of “high,” “expected” or “low” based on evaluator judgment and three years of student growth data, if available.	Teachers and administrators develop student growth goals. Teachers will receive a student growth trend rating of “high,” “expected” or “low” based on evaluator judgment and three years of data, if available.
LA	The state VAM measures student growth on statewide assessments while accounting for specific student, classroom and school characteristics that impact student learning.	Teachers and administrators develop at least two student learning targets (SLOs) and determine whether a majority of students meet the learning targets by year’s end.
MD	Maryland uses SLOs for evaluations exclusively, even if teachers have student growth results from statewide assessments. Teachers develop three SLOs.	
MS	While Mississippi uses SGPs based on the Mississippi Curriculum Test (MCT2), the transition to the PARCC test will delay the use of SGPs until 2015-16.	While Mississippi will use SLOs, the SEA has not defined the assessments, artifacts or indicators that districts may use to develop SLOs.

NC	The SEA incorporates more educators into the state's VAM by developing Measures of Student Learning (MSLs), which are common exams that measure student learning and are provided by the state for local use.	Teachers who do not have access to value-added student growth data identify standards and collect artifacts for their evaluation. The evaluator assesses whether the majority of students made growth.
OK	Teachers of grades four through eight in reading and math, and selected high school English and math teachers will receive VAM scores. Teachers also select OAMs.	The SEA authorizes districts to select and implement other academic measures (OAMs). The SEA provides a list of approved OAMs. In addition to OAMs, teachers will develop SLOs.
SC	Three teacher groups will receive student growth measures based on the state VAM: (1) fourth grade teachers in English Language Arts (ELA) and math, (2) fifth through eighth grade teachers in ELA, math, science and social studies, and (3) high school teachers in selected courses. Teachers with VAM results can use SLOs to satisfy part of the 20 percent district choice measure.	Teachers will receive student growth measures based on SLOs. Teachers and administrators may agree to use pre- and post-test assessments for SLOs if prior student growth data are unavailable. Teachers also may use classroom, benchmark and off-the-shelf assessments to develop SLOs.
TN	Most educators will receive VAM results through one of six growth measures: (1) individual VAM results, (2) school-wide VAM results, (3) national assessments, (4) state-approved assessments, (5) college and career ready assessments or (6) school graduation rate.	The SEA authorizes districts to develop or adopt measures of student growth for K-2, fine arts, and world language teachers. Districts may opt to use the Tripod Student Perception Survey for five percent of the summative rating.
TX	Fourth through eighth grade teachers in ELA and math, and high school teachers with end-of-course tests will receive VAM scores starting in 2015-16.	The 2014-15 evaluation pilot will allow districts to choose from SLOs, teacher portfolios and pre- and post-test assessments to measure student growth. The SEA will provide guidance to districts on how to use SLOs.
VA	Teachers receive SGPs and develop SLOs.	Teachers develop SLOs using measurement tools defined by the SEA.
WV	All teachers, regardless of whether they have statewide assessments in their grades or subjects, develop student learning goals and receive school-wide VAM scores based on statewide ELA and math assessments.	

Table 10. Teacher Evaluation Systems: Professional Learning and Growth

State	Teacher Support Systems	Improvement Plans
AL	Teachers receive a Collaborative Summary Report, which documents the educator’s developmental level. The evaluator and teacher develop a professional learning plan, which focuses on the teaching standards that if improved, could lead to the educator moving up at least one developmental level.	All educators develop and refine their professional learning plan, regardless of their summative evaluation results. Alabama’s State Board of Education rules and federal ESEA waiver do not address specific or intensive support plans for educators assigned to low developmental levels.
AR	Teachers create professional growth plans with input from their evaluator(s). Identified areas of improvement become the core of professional learning efforts during years in which formative evaluations take place.	State rules require evaluators to assign teachers to an intensive support status if they have a rating of “Unsatisfactory” in any one teacher evaluation domain. The evaluator must establish a timeline for intensive support, develop a clear set of goals and describe specific supports. If the deficits are related to student growth, the evaluator must use formative assessments to gauge student performance.
DE	The SEA provides technical assistance to districts and educators as they develop local measures. The teacher and evaluator create a professional development (PD) plan based on evaluation results.	An improvement plan includes several elements: (1) identification of specific areas for improvement, (2) measurable goals for improvement, (3) a performance timeline and (4) multiple observations and coaching opportunities from credentialed observers.
FL	The SEA requires districts to use evaluation results to develop individual PD plans.	State law requires evaluators to provide feedback to the teacher, including ways to correct deficits within a prescribed period of time.
GA	Teachers receive formative feedback from trained and credentialed evaluators. The SEA has developed an online platform for educators to view their performance ratings and receive specific guidance on PD offerings.	Evaluators may require educators to complete a professional development plan (PDP) targeting identified areas of improvement. Several situations can trigger a PDP, including ratings of “Needs Improvement” or “Ineffective.” The plan includes specific goals and timelines, mandatory professional learning and guidance from evaluators, mentor teachers and instructional coaches.

KY	Principals identify PD opportunities that are aligned with the strengths and weaknesses indicated in the teacher evaluation. Teachers can access an online platform containing their evaluation data and specific PD offerings aligned to areas of improvement.	The state requires an improvement plan for teachers who receive a summative rating of “Ineffective.” The state requires yearlong growth plans for teachers who receive an overall performance rating of “Developing.” Teachers under either plan set goals, target deficits, receive formative feedback and undergo a summative evaluation at year’s end.
LA	The SEA provides several teacher supports, including an online platform and a virtual library of instructional videos and sample student learning targets (SLOs).	The SEA requires evaluators to develop intensive assistance plans for teachers who receive an overall rating of “Ineffective.” Plan components include objectives, supports, a timeline for achieving goals and consequences for not demonstrating improvement.
MD	The SEA has developed an extensive set of PD tools for educator effectiveness systems, both for state and local evaluation models.	During post-observation conferences, the teacher and evaluator discuss PD needs for the next school year. Evaluators may identify resources or supports required for teachers who receive an “Ineffective” rating.
MS	SEA policy requires that evaluation data be used to individualize PD offerings. The SEA is in the process of developing guidelines for Professional Growth Goals — measures that will comprise 20 percent of the final rating.	The SEA recommends that teachers with “Unsatisfactory” ratings receive comprehensive PD plans. Further, the SEA recommends targeted PD for teachers with “Emerging” ratings.
NC	During post-observation conferences, the teacher and administrator analyze strengths and weaknesses, which inform the creation of an individualized PD plan. The SEA has developed an online platform through which teachers can access PD resources categorized by teaching standard.	Teachers who get a rating of “Developing” on any standard must receive Monitored Growth Plans. Teachers who get a single rating of “Not Demonstrated” or two consecutive years of “Developing” on any standard contained in the observation rubric must receive Directed Growth Plans. In both cases, the plans identify areas of improvement, activities that teachers should complete to achieve proficiency, and a timeline that allows teachers to show growth.
OK	The SEA provides online training resources grouped by evaluation system component, including six online video modules related to the value-added model and sample worksheets for selecting other academic measures.	State statute requires comprehensive remediation plans and instructional coaching for all teachers rated as “Needs Improvement” or “Ineffective.”

SC	At least one member of the evaluation team provides teacher feedback and coaching. The SEA is in the process of developing an online platform.	Principals assign teachers to a Research and Development Plan if no performance deficits are identified, or to a Competence-Building Plan, if areas of improvement are revealed.
TN	During the post-observation conference, the evaluator identifies reinforcement (areas of strength) and refinement (areas needing improvement) objectives.	Teachers must choose at least one refinement objective. Each objective must include an indicator, self-analysis question, artifacts that prove growth and a timeline for follow-up.
TX	The SEA will provide teachers and principals with access to online platforms, which will align future educator evaluation results to PD offerings.	Evaluators discuss PD activities and remediation needed to improve overall performance. Texas law requires more intensive review for teachers with identified areas for improvement.
VA	The SEA provides training to teachers on how to create valid and reliable measures of student learning.	Teachers or evaluators may initiate a support dialogue plan to address areas of improvement. Evaluators may initiate performance improvement plans when teachers receive low performance ratings.
WV	The SEA, regional agencies and the Center of Professional Development have designed training for the rubric-based evaluation system. The SEA has produced an online platform to collect and aggregate all evaluation data from across the state. The data are used to guide the selection of appropriate PD.	Evaluators may choose one of two professional improvement plans for teachers with low performance ratings. The Focused Support Plan is a preventative plan, which provides targeted PD. Evaluators may initiate a Corrective Action Plan if the Focused Support Plan does not lead to growth.
