

Teacher Performance Evaluations in U.S. Public Schools

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This Data Point compares the sources of information in evaluating teacher performance and how the information is used by traditional public school and public charter school principals in the United States. It uses data from the public school principal questionnaire from the 2017-18 National Teacher and Principal Survey (NTPS), a nationally representative sample survey of public and private K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State representative information is also available for public schools, principals, and teachers.

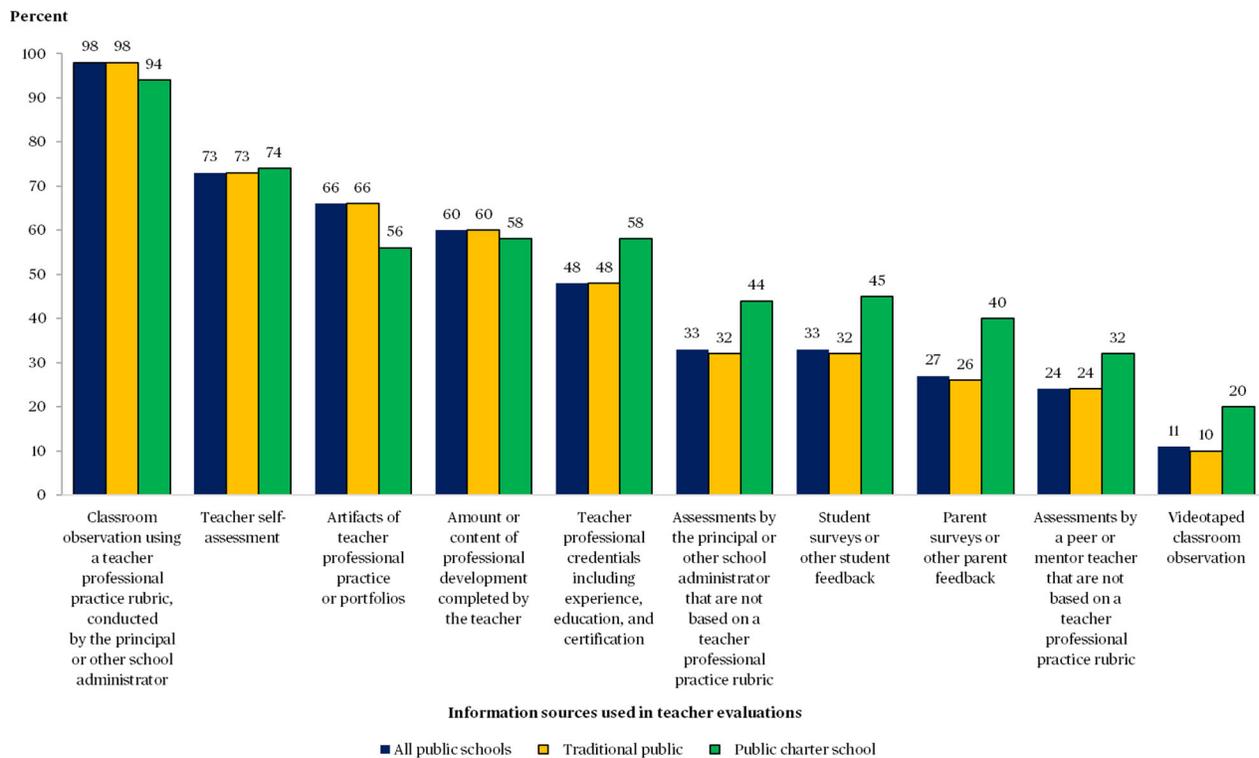
What sources of information are used when evaluating teachers?

In the 2017-18 NTPS, public school principals were asked to identify the sources of information on teacher performance their school used in teacher evaluations during the prior

school year (2016-17). Both traditional public schools and public charter schools used more than one source of information on teacher performance in completing teacher evaluations. While nearly all public school principals (98 percent) used

classroom observations using a teacher professional practice rubric, more public charter school principals videotaped the classroom observations than traditional public school principals (20 percent versus 10 percent) (**FIGURE 1**).

FIGURE 1. Percentage of public school principals indicating which sources of information on teacher performance the school used in teacher evaluations during the last school year (2016-17), by type of public school: 2017-18



NOTE: Detail may not sum to 100 because principals could select more than one source of information. Type of public school refers to their classification as either a traditional public school or a public charter school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2017-18.

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Of the other eight sources of information used in teacher performance evaluations, public charter school principals reported that their schools used five of the sources more often than traditional public school principals. Over half of public charter schools (58 percent) used teacher professional credentials, including experience, education, and certification, as a source of information in evaluating teachers compared to 48 percent of traditional public schools. Student and parent surveys were used as a source of information in teacher performance evaluations more often in public charter schools than traditional public schools (45 percent versus 32 percent and 40 percent versus 26 percent, respectively).

Forty-four percent of public charter schools used assessments done by the

principal or other school administrator that were not based on a teacher professional practice rubric compared to 32 percent of traditional public schools using this method. Public charter schools (32 percent) were also more likely to use peer assessments compared to traditional public schools (24 percent).

Besides classroom observations, more principals in traditional public schools used artifacts of teacher professional practice or portfolios for teacher performance evaluations than principals in public charter schools (66 percent versus 56 percent).

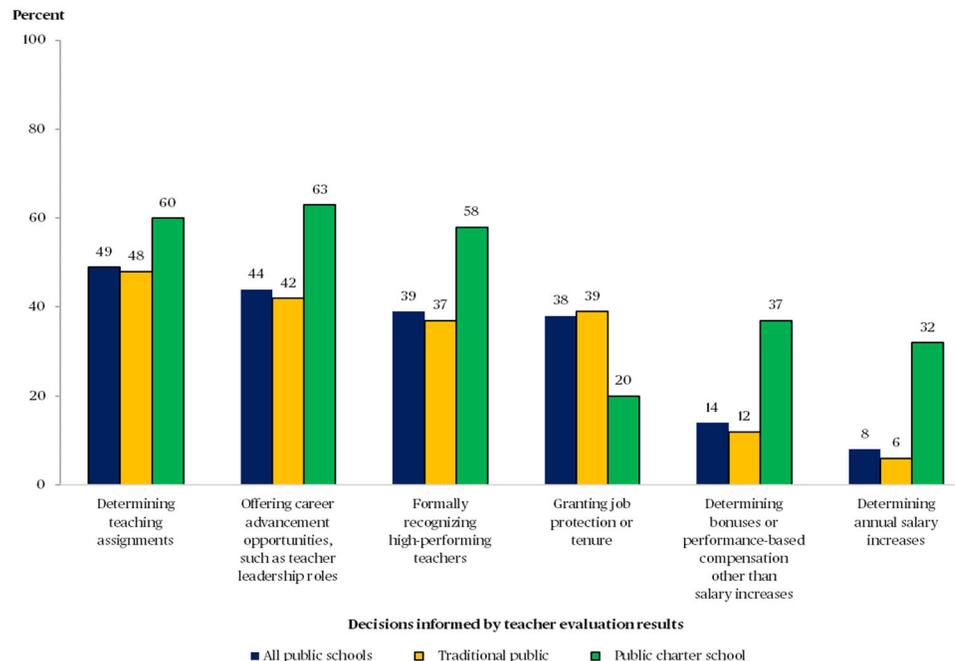
How do public school principals use teacher performance evaluation results?

The most common use of teacher performance evaluation results was

for determining teaching assignments, reported by 49 percent of all public school principals (FIGURE 2).

More principals in traditional public schools used teacher performance evaluation results to inform decisions about teachers when granting job protection or tenure than did principals in public charter schools (39 percent versus 20 percent). In all other areas, including teacher compensation, career advancement opportunities, and recognition of high-performing teachers, a higher percentage of public charter school principals used teacher performance evaluation results than did principals of traditional public schools.

FIGURE 2. Percentage of public school principals indicating that they will use teacher performance evaluation results to inform the following decisions during school year 2017–18, by type of public school: 2017–18



NOTE: Detail may not sum to 100 because principals could indicate more than one decision that was informed by teacher performance evaluation results. Type of public school refers to their classification as either a traditional public school or a public charter school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2017–18.