

Teacher Evaluation Reporting in North Dakota: Frequently Asked Questions

Purpose and Background

Q: Why are school districts expected to report teacher evaluation information to the North Dakota Department of Public Instruction (NDDPI)?

A: Research shows that teachers are the most important school-based factor in student learning. Under the 2017 Every Student Succeeds Act (ESSA), states must report whether students in high-poverty and high-minority schools have equitable access to effective teaching. North Dakota fulfills this requirement by reporting on **ineffective teaching**, not individual teachers.

Why Focus on Teaching, Not Teachers?

Q: Why has North Dakota decided to report out on “ineffective teaching” versus “ineffective teachers”?

A: The goal of North Dakota’s evaluation system is to support professional growth. Labeling teachers as “ineffective” could discourage honest feedback and shift the focus away from improvement. Reporting on teaching practices instead helps preserve the integrity of the evaluation process.

Defining and Reporting Ineffective Teaching

Q: Which teacher evaluation models may be used?

A: There are three approved teacher evaluation models listed below for use for the 2025-2026 school year. Each school may choose only one. NDDPI is not accepting teacher evaluation ratings from other models at this time. Find resources for these models further down this web page.

- Danielson
- Marshall
- Marzano

Q: Which components of the teacher evaluation models should be used for ratings?

A: It is encouraged that your school uses all components of your chosen model, or for your school to work closely with the corresponding organization to determine the components to be used. **Most importantly, each evaluated teacher must be rated on the same number of factors, based on the same model. This number of factors rated per teacher will be reported.**

Q: What counts as “ineffective teaching”?

A: Any rating at Level One or Level Zero on any factors of the approved evaluation models:

- Danielson Model: Level One = “Unsatisfactory”
- Marshall Model: Level One = “Does Not Meet Standards”
- Marzano Model:
 - Level One = “Beginning”
 - Level Zero = “Not Using”

Q: State law requires that teachers within the first three years of teaching are evaluated (via “performance review,” [NDCC 15.1-15-01](#)) at least twice per school year while more experienced teachers are to be evaluated at least once per school year. How does that impact this reporting?

A: While state law requires teachers within their first three years of teaching to be evaluated at least twice per school year, for the purpose of this reporting, each teacher is evaluated only once. Please report one overall evaluation of any teacher who was evaluated multiple times by your administration. **It is also required that the same number of factors, based on the same model, be rated per teacher regardless of years of teaching experience.**

Evaluation Models and Comparisons

Q: How can there be a comparison between different teacher evaluation models in the state?

A: All models define Level One as the lowest performance level. Level Zero (used in some models) is also counted as the lowest performing level. For example, one Level Zero and two Level One ratings would count as **three** lowest-performing ratings.

Data Collection and Reporting

Q: Will this data be reported out on the local school ESSA dashboard?

A: No. This data is reported only at the **state level**.

Q: Will the data collected on the percentage of teachers who are rated as “ineffective” be published?

A: No.

Q: Is the data collected and reported at the school or district level?

A: It is collected at the **school level** and is reported at a state level.

Q: When does this data get collected and how?

A: The report opens in mid-March and closes on June 30 each year. To submit:

- Log into **STARS**
- Click the **Personnel** folder
- Select **Teacher Effectiveness**

Additional Information

Q: Will data be collected on the percentage of teaching at Levels Two, Three, and Four?

A: Yes. This helps with professional development planning and identifying strengths and areas for growth. However, only Level One and Zero data is reported to US ED.

Q: Will data be collected on the specific domains and components used to evaluate teachers?

A: At this time, only the number of factors rated per teacher are collected.

Q: Will this data be collected on principals?

A: No, not at this time. Districts are encouraged to collect this data locally for their own use.

Q: How is the number of ineffective teaching instances calculated?

A: Following is an example of where a school has 20 teachers who are each rated on 22 factors:

- Number of teachers rated for the year: 20
- Total number of factors rated for each teacher: 22
- Total Possible Ratings: $20 \times 22 = 800$
- Number of factors rated at Level One/Zero for all teachers evaluated: 48
- Percent of Level One/Zero Ratings = $48 \div 800 = 6\%$
- Teacher Equivalent Number: $6\% \times 20 = \mathbf{1.2 \text{ teacher equivalents}}$

ESSA Requirements and Definitions

Q: What are the requirements under ESSA for teacher reporting?

A: ESSA requires states to show that low-income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. North Dakota's ESSA plan outlines how this data is collected and reported.

Q: What is considered a high-poverty school?

A: A school where **40% or more** of students qualify for free or reduced-price lunch, based on the **Title I** definition.