

## Sample Performance Category Descriptions

Delaware
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5 Components—(1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, (4) Professional Responsibilities, (5) Student Improvement (*Based on Assessment Measures*)

### III. DPAS II Process

The Summative Evaluation also includes one of four overall ratings: "Highly Effective", "Effective", "Needs Improvement", or "Ineffective." These overall ratings are effective beginning with the 2012-2013 school year. Summative Evaluation rating criteria for the 2011-2012 school year are included in a guide supplement.

- "Highly Effective" means:
  - The teacher has earned a satisfactory component rating in four (4) of the five (5) components including a rating of "Exceeds" for Component Five.
  
- "Effective" means:
  - The teacher has earned a satisfactory rating in at least three (3) of the five (5) components including the Component V, but the teacher does not meet the student growth requirements for a "Highly Effective" rating.
  
- "Needs Improvement" means:
  - The teacher has earned one (1) or two (2) satisfactory ratings out of the five (5) components including a Satisfactory rating in Component Five, *or*
  - The teacher has earned three (3) or four (4) satisfactory ratings out of the five (5) components and the teacher has earned an unsatisfactory rating in Component Five.
  
- "Ineffective" means:
  - The teacher has received zero (0), one (1), or two (2) satisfactory ratings out of the five (5) components, and the teacher has received an unsatisfactory rating in Component Five, *or*
  - The teacher's overall Summative Evaluation rating is "Needs Improvement" for three consecutive years. In this case, the teacher's rating is re-categorized as "Ineffective."

#### Pattern of Ineffective Teaching

A "Pattern of Ineffective Teaching" is based on the teacher's most recent Summative Evaluation ratings. Under state law, novice teachers who have a pattern of ineffective teaching are not eligible for a Continuing License until they have earned at least two (2) satisfactory summative ratings.

The following chart shows the consecutive Summative Evaluation ratings that are considered a pattern of ineffective teaching:

	Year 1	Year 2	Year 3
<b>DPAS II Rating</b>	Ineffective	Ineffective	
	Needs Improvement	Ineffective	Needs Improvement
	Needs Improvement	Needs Improvement	Ineffective
	Ineffective	Needs Improvement	Ineffective
	Ineffective	Needs Improvement	Needs Improvement
	Needs Improvement	Ineffective	Ineffective

## Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

## Massachusetts

3. **Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory*. Each rating has a specific meaning:
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model. Few educators are expected to earn Exemplary ratings on more than a handful of Indicators.
  - *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance; demanding, but attainable.
  - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.
  - *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

## North Carolina

12. *Performance Rating Scale*—The following rating scale will be used for determining the final evaluation rating for North Carolina school teachers:

**Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

**Proficient:** Teacher demonstrated basic competence on standard(s) of performance.

**Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.

**Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

**Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)

## Ohio Continuum of Teacher Development

**Overview of *Continuum* Levels**

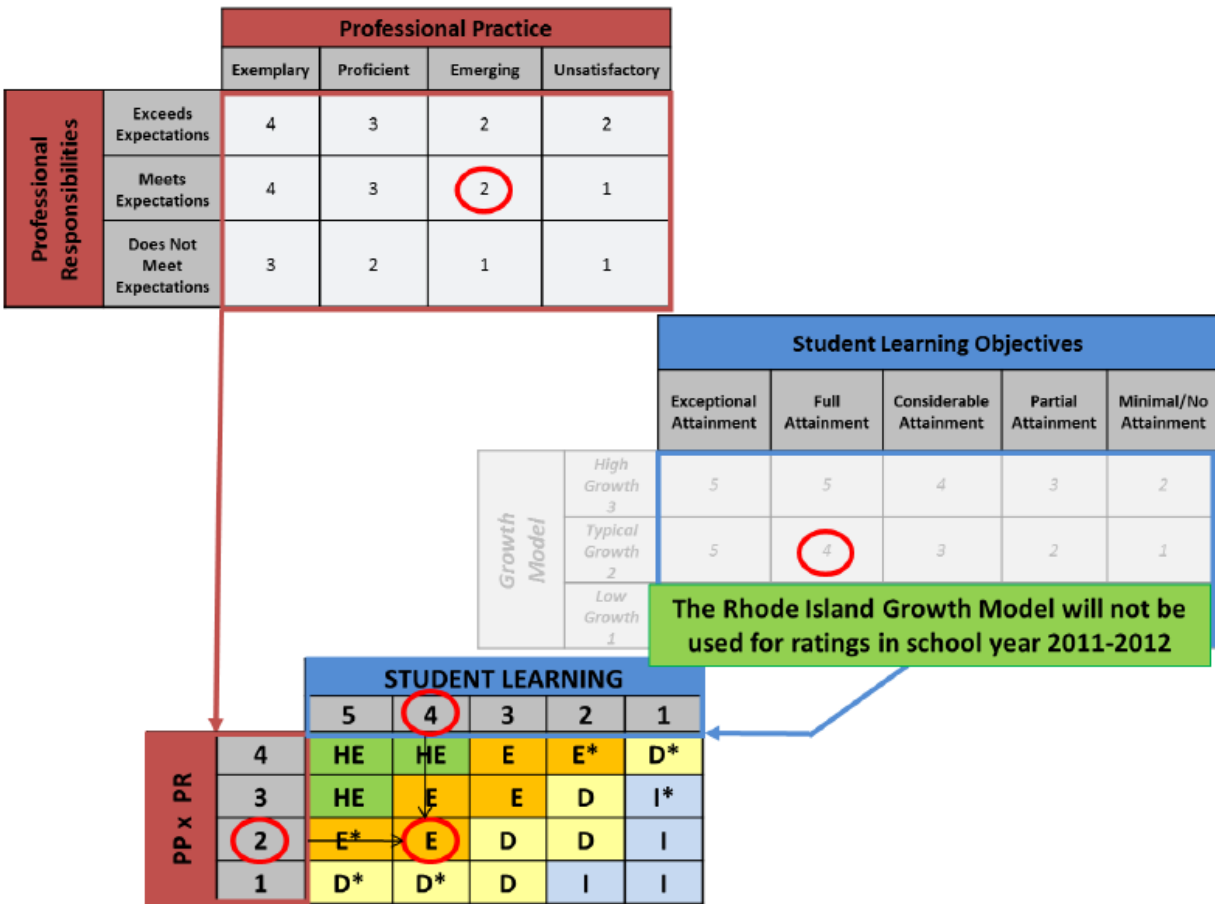
PRE-LICENSURE	RESIDENCY	TEACHING	TEACHING/LEADING	
EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<p>This level describes the expected knowledge and skills of teacher education candidates who are completing their student teaching requirement and clinical experiences.</p> <p>These candidates are gaining the content knowledge and skills to become professional educators. They rely on other teachers for assistance and are learning to apply the knowledge from their coursework to classroom situations.</p> <p><u>Ohio License Alignment:</u> This level describes educators at the pre-licensure stage.</p>	<p>This level describes teachers whose skills are emerging.</p> <p>These skills and levels of knowledge likely describe resident educators at the beginning of their residency and in their first years of teaching. These teachers may still rely on more experienced colleagues for support but are moving towards independence and self-direction.</p> <p><u>Ohio License Alignment:</u> This level aligns with Ohio's Resident Educator License (previously called the provisional license).</p>	<p>This level describes expectations for teachers who are applying their knowledge and skills independently in the classroom.</p> <p>These teachers are able to teach independently and consistently apply what they know about teaching to daily practice as their learning continues to evolve.</p> <p><u>Ohio License Alignment:</u> Licensed teachers are expected to meet or exceed this level; teachers will have reached this level by the end of their residency program. This level aligns with Ohio's Five-Year Professional License. (Note that even though a teacher may maintain this license throughout his or her career, all teachers are expected to continue to grow across the <i>Continuum</i>.)</p>	<p>This level describes teachers who are fully skilled and able to integrate knowledge and experience in instruction, curriculum and professional development into practice.</p> <p><u>Ohio License Alignment:</u> Teachers at this level may choose to pursue Ohio's Senior Professional Educator License.</p>	<p>This level describes teachers who are leaders. They consistently innovate in teaching and professional development. They contribute to their school, district and local communities through staff development, mentoring and classroom-based research. They may be National Board certified.</p> <p><u>Ohio License Alignment:</u> Teachers at this level may choose to pursue Ohio's Lead Professional Educator License.</p>

**Organization of the *Continuum***

The *Continuum* describes five cumulative levels of development, which correspond to the Proficient, Accomplished and Distinguished indicators in the *Ohio Standards for the Teaching Profession* and to the categories used in Ohio's Race to the Top application. These five levels of teacher development are:

- Emerging
- Developing
- Proficient
- Accomplished
- Distinguished

## Calculating the Final Effectiveness Rating



**Key**

H = Highly Effective  
D = Developing

E = Effective  
I = Ineffective

*\*Ratings in any of these cells will trigger an immediate review*

## What do these ratings mean?

**Highly Effective:** This rating signifies outstanding performance. Under the Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

**Effective:** This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

**Minimally Effective:** This rating signifies performance that is below expectations. Individuals who receive this rating have another year to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

**Ineffective:** This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.