

Decatur Teacher Evaluation Process: Summative Rating Descriptors

Distinguished/Excellent Descriptor

Teacher's practice indicates consistent movement towards a student-centered classroom in which developmentally appropriate planning and preparation meet the individualized needs of all students. The learning environment is culturally relevant and leads to application of effective instruction, fostering active student engagement. Teacher accurately assesses his or her practice, cites specific examples for improvement, and applies the new learning to impact on-going instructional needs of students. Teacher excels in the multiple facets/requirements of his or her teaching assignment and professional responsibilities beyond the classroom. Teacher is fully aware of information on students, test scores, and other relevant indicators, utilizing them to ensure successful learning by being both flexible and responsive. An excellent teacher demonstrates a positive impact on student growth and learning.

Proficient Descriptor

Teacher's practice is effective due to developmentally appropriate planning and preparation which meet the individualized needs of students, a positive and culturally appropriate learning environment, and the consistent application of effective instruction. A proficient teacher thoroughly knows the content, the students, and the curriculum, and has a broad repertoire of strategies and activities to use with students. Teacher accurately assesses his or her practice and applies the new learning to impact the ongoing instructional needs of students. Teacher meets the multiple facets/requirements of his or her teaching assignment. Teacher is aware of and responsive to information on students, test score, and any other relevant indicators. A proficient teacher has evidence of a positive impact on student growth and learning.

Needs Improvement Descriptor

The teacher performing at the needs improvement level may understand the concepts of effective educational practices; but implementation is sporadic, and often results are inconsistent. A teacher's practice may be inconsistent due to inappropriate planning and preparation, erratic learning environment, and/or inconsistent application of effective instruction. Teacher may not accurately assess his or her practice in order to improve instruction. Teacher does not demonstrate sufficient accountability to the multiple facets/requirements of his or her teaching assignment. Teacher shows minimal response to information on students, test scores, and any other relevant indicators. A teacher may not positively impact student learning as evidenced by growth data. A formal intervention is needed in order to increase the skills and competency of teacher's practice in his or her current assignment.

Unsatisfactory Descriptor

In some areas of practice teacher performance is below the licensing standard of "do no harm." Teacher's practice is ineffective due to minimal planning that is inappropriate for their students, nonexistent learning environment, and/or failure to apply effective instruction. Teacher does not accurately assess his or her practice in order to pursue improved instruction. Teacher does not meet the multiple facets/requirements of his or her teaching assignment. Teacher is not responsive to information on students, test scores, and any other relevant indicators. A teacher may not positively impact student learning as evidenced by growth data. A formal remediation plan with support from a consulting teacher is necessary for the teacher to show an improvement in skills and a commitment to an enhancement of performance and/or consideration for dismissal.