Scan for Definitions of Ineffective Educators

State	Definition	Measures to establish evaluation level
Arizona	"Consistently fails to meet expectations and requires a change in performance due to minimal competency with adopted professional standards. Students with an ineffective teacher generally make unacceptable levels of academic progress". In another location: "An ineffective teacher consistently fails to meet expectations and requires a change in performance. The teacher's instructional performance is ineffective and his/her students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537".	Evaluations are based on teacher practice and measures of student progress. If state assessment data is available for a teacher, it must be included in the evaluation. Other measures for student growth may include value-added measures, local assessments and student learning objectives. Districts decide how each is weighted in the evaluation system.
Colorado	"An ineffective educator has received an annual evaluation based on Colorado's Educator Quality Standards that results in a rating of Ineffective or Partially Effective".	"Fifty percent of the final effectiveness rating is based on professional practices and 50 percent is based on measures of student learning/outcomes".
Illinois (here labeled "unsatisfactory")	"Level of teaching that is below the licensing standard of 'do no harm'"(for those using the Danielson rubric) "An educator should receive a domain rating of 'unsatisfactory' if more than one component is rated 'unsatisfactory.'"	Teacher practice and student growth are both considered in evaluation. Currently, student growth accounts for 25% of the evaluation. Specific strategies for how to apply rubrics or weight components of the evaluation rubric are determined at the local level.

Indiana	"An 'Ineffective Teacher' is one who receives a summative Effectiveness rating of 'ineffective' per an evaluation that meets the requirements of IC 2-28-11.5". "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 generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education".	Evaluations are based on two components: Professional Practice (based on the planning, instruction, leadership, and professionalism) and student learning (as measured by the growth model and/or student learning objectives).
Kentucky	"Ineffective means a teacher with a professional practice rating of ineffective and an overall student growth rating of expected, or with a professional practice rating of ineffective and an overall student growth rating of low".	Evaluations are based on measures of professional practice (Danielson Framework), student growth goals, student growth percentiles on state tests, student surveys, and a goal-setting and reflection process.
Maryland	"Ineffective educator – An educator who is deemed unsuccessful by a State approved local evaluation model".	Half of the evaluation is based on teacher practice (planning and preparation, instruction, classroom environment, and professional responsibility – Danielson) and the other half is based on student growth (state growth measures and student learning objectives)
New York	"Ineffective means a rating received by a teacher or building principal, wherein the teacher or building principal receives a composite effectiveness score between the minimum and maximum scoring ranges for this rating category, as prescribed by the Commissioner in section 30-2.6 of this Subpart". This amounts to a rating of less than 64 on the summative rating (100-point scale).	Measures include teacher practice, student learning objectives, and a state growth measure.

Ohio	"An ineffective teacher is a teacher who received a final summative rating of 'ineffective' on the Ohio Teacher Evaluation System (OTES). Ineffective is the lowest of the four ratings in the evaluation system".	There are two models possible. In the original option, 50% of evaluation is based on teacher performance and 50% is based on growth measures. The alternative plan bases ratings with 50% based on teacher performance, 35% based on student growth measures, and 15% based on alternative components such as student surveys, teacher self-evaluations, peer evaluations, student portfolios, or some other district-determined component. The practice component includes evaluation of knowledge of students, content, assessment, and instruction, as well as management of the learning environment, collaboration and communication, and professional responsibility and growth.
Tennessee (the label used is significantly below expectations")	""Significantly Below Expectations (Under 200): A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals, and has little to no impact on student achievement." (500-point scale)	Measures include qualitative measures based on rubric evaluations and (student) achievement, possibly based on a value-added measure or other assessment results. There are numerous strategies for determining the relative weighting of these components, depending upon teaching assignment.
Virginia (the label used is "unacceptable")	"The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals. Poor quality performance: • Does not meet the requirements contained in the job description as expressed in the evaluation criteria • May result in the employee not being recommended for continued employment"	Teacher practice is evaluated based on: • Formal observations • Informal observations • Student surveys • Portfolios/document logs • Self-evaluation The teacher practice component comprises 60% of evaluation. The additional 40% is based on measures of student growth and achievement.