



TEACHER EVALUATION POLICY IN THE DISTRICT OF COLUMBIA*:

Where is the District of Columbia in implementing teacher effectiveness policies?

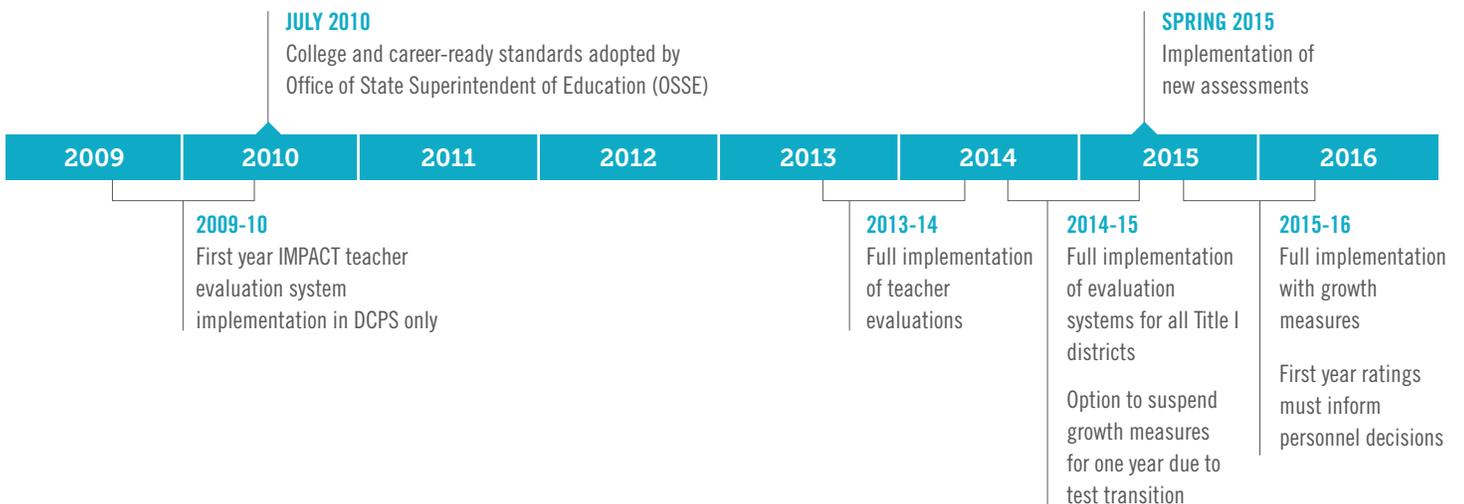
THE NATIONAL PICTURE

STATE TEACHER EVALUATION POLICIES (2015)

DISTRICT OF COLUMBIA



D.C.'S IMPLEMENTATION TIMELINE



*NOTE: This analysis looks at the state-level policy that governs all local education agencies in the District of Columbia, not the specific policy of the D.C. Public Schools (DCPS) system.

D.C.'S EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS
Evaluation System Structure	State criteria or framework for district-designed evaluation system.
Use of achievement data/student growth in teacher evaluations	For LEAs in the District individual value-added information must account for fifty percent of the evaluation. Requirements for noncharter LEAs vary.
Observations	Not specified.
Tenure Policy	No state-level policy concerning tenure.
Dismissal Policy	No state-level policy that explicitly makes teacher ineffectiveness grounds for dismissal.

DOES D.C. CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Just developing evaluations of teacher effectiveness will not improve teacher policy and teacher practice. As D.C. implements teacher evaluations that include student achievement, the District of Columbia should also be planning how to “connect the dots”—using evaluation data to guide teacher policy in ways that will further the quality of teaching and learning for all.

For more information about District of Columbia and other states’ teacher effectiveness policies, NCTQ’s *2015 D.C. State Teacher Policy Yearbook* is immediately available for free download at: www.nctq.org/statepolicy