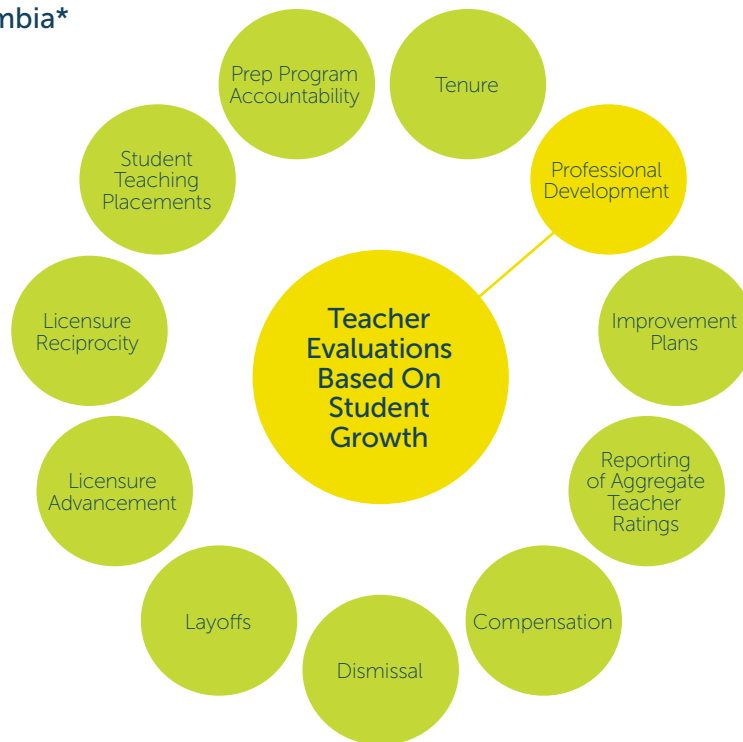


District of Columbia*



POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	Yes	
Improvement Plans	No	Require that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans focused on areas that directly connect to student learning.
Reporting of Aggregate Teacher Ratings	No	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	No	Place student teachers with cooperating teachers with evidence that they are effective in terms of student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.

* For the purposes of this analysis, NCTQ examined the policies of the Office of the State Superintendent of Education (OSSE), the State Education Agency for Washington, D.C. -- not DCPS.