

The “Effective” level describes instructional performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to student achievement and the school. The majority of the instructional staff will be in the effective area once they have a clear understanding of what the FEAPS require and have made the adjustments and growth necessary to upgrade performance.

The “Highly Effective” level is reserved for truly outstanding instructional performance as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on student achievement, student behaviors, staff members, parents, and the school district. Highly effective instructional performance results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” instructor helps every other element within the organization perform at an optimum level. In normal distributions, some instructors will be rated highly effective on some indicators (FEAPs), but very few instructors will be rated highly effective as a summative performance level.

The “Needs Improvement” level describes instructional staff, who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide instructors toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe instructors who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and skill level to develop.