

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG

MEMORANDUM NO. 2018-096

TO: School District Superintendents
Personnel Directors

FROM: Shelley Hamel, Chief Academic Officer

DATE: September 4, 2018

SUBJECT: Revised Ineffective Teacher Definition



JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

SHELLEY HAMEL
Chief Academic Officer

MEGAN DEGENFELDER
Chief Policy Officer

DIANNE BAILEY
Chief Operations Officer



CHEYENNE OFFICE
122 W. 25th St. Suite E200
Cheyenne, WY 82002
307-777-7675

RIVERTON OFFICE
320 West Main
Riverton, WY 82501
307-857-9250



ON THE WEB
edu.wyoming.gov
twitter.com/WYOEducation
facebook.com/WYOEducation

INEFFECTIVE EDUCATOR DEFINITION REVISION AND WDE752 FAQ

The Every Student Succeeds Act requires states to identify ineffective educators and the Wyoming Department of Education had previously released a provisional definition in [Memorandum 2018-063](#). A revision to the provisional definition has occurred to reflect stakeholder feedback and practicality in application.

Revised Ineffective Teacher Definition

An ineffective teacher is an experienced teacher (one who has completed 3+ years of teaching) who shows a pattern* of ineffective practices, as determined by a trained evaluator, in locally selected competencies that align to the [Wyoming 2014 Standards](#), as demonstrated by an unwillingness or inability to:

| WY 2014 Standard | Teaching Practices |
|--------------------|---|
| Learner & Learning | <ul style="list-style-type: none">Plan and prepare to meet the needs of all studentsEstablish an environment most conducive for learning |
| Content Knowledge | <ul style="list-style-type: none">Apply a depth and breadth of current content knowledge |

| WY 2014 Standard | Teaching Practices |
|-------------------------------|---|
| Instructional Practice | <ul style="list-style-type: none"> ▪ Use highly effective instructional practices ▪ Use student data and/or formative assessment to individualize instruction |
| Professional Responsibilities | <ul style="list-style-type: none"> ▪ Seek continual professional growth and engage in ethical professional practice ▪ Communicate and collaborate effectively with all stakeholders |

* A pattern is defined as at least two of the above practices in three consecutive years.

Earlier this year, the WDE752 Educator Equity Data Collection was completed in conjunction with the ineffective educator definition. An FAQ on the WDE752 is available [here](#).

For more information, contact Mark Bowers, Title II-A Program Manager, at mark.bowers@wyo.gov or 307-777-8739.

For WDE752 technical assistance, contact Donal Mattimoe, Data Analyst, at donal.mattimoe@wyo.gov or 307-777-6391.