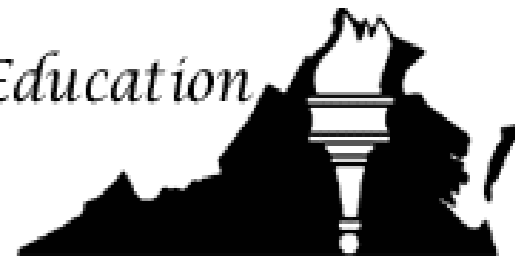


Teacher Evaluation: VDOE Guidance and Models

*Modified for Presentation for the
FCPS Superintendent's Parent Advisory Council*

October 25, 2011

Virginia Department of Education



Virginia State Board Action

- On April 28, 2011, the Virginia Board of Education approved two documents:
 1. *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers;*
 2. *Virginia Standards for the Professional Practice of Teachers*
- Effective on July 1, 2012.

VDOE Teacher Evaluation Work Group

Sheri Arnold, HS Teacher, Maggie Walker Governor's School

Jeff Bain, President, VSBA

Jim Baldwin, Executive Director, VAESP

Randy Barrack, Executive Director, VASSP

Carolyn Bernard, Principal, Grassfield HS

Kitty Boitnott, President, VEA

Kathy Burcher, Legislative Chair, Virginia PTSA

Frank Cardella, HS Teacher, Chesterfield Education Assoc.

Lyle Evans, Asst. Supt., Chesterfield County

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Michael Hairston, MS Teacher/President, FEA

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James Merrill, Superintendent, Virginia Beach Public Schools

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Patricia Shoemaker, Dean, Radford University Dean

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FCPS Teacher Evaluation Work Group

- *Sponsors: Richard Moniuszko, Deputy Superintendent
Phyllis Pajardo, Assistant Superintendent, Human Resources*
- *Project Managers: Leslie Butz, Assistant Superintendent, Cluster VI*
- *Denny Berry, Cluster Director, Cluster VI*
- *Resource Support: Brian Hull*
- Teachers (19):
- Jean Arntz Bonner – Liberty Middle (English)
- Cheryl Binkley, Stuart High (English)
- Kelly Bresnahan, Marshall High (Special Education Cat B)
- Pam Cherry, Groveton Elementary (Grades 4-6)
- Jennifer Chou-Silverio, Dogwood Elementary (Grade 3)
- Mary Kay Downes, Past President, Association of Fairfax Professional Educators
- Dana Garcia, Coates Elementary (ESOL)
- Steve Greenburg, President, Fairfax Federation of Classroom Teachers
- Gina Griffin-Evans, South County Secondary (Mathematics)
- Lizel Gonzalez, Rose Hill Elementary (Spanish Immersion)
- Michael Hairston, President, Fairfax Education Association
- Ellen Keyser, Aldrin Elementary (Kindergarten)
- Carla Okouchi, Hybla Valley Elementary (Music)
- Michael Parker, Sunrise Valley Elementary (GT)
- Valeria Porter, Foundations Alternative
- Raylene Robinson, Luther Jackson Middle (Special Ed. LD)
- Kanwaljit Sachdeva, Robinson Secondary (Chemistry)
- Jamie Sawatzky, Rocky Run Middle (Social Studies and FCPS Teacher of the Year)
- Judy Wang, Kings Park Elementary (Pre-K)

FCPS Teacher Evaluation Work Group

continued

- Principals (7):
- John Banbury, Principal, Oakton High School
- Jamey Chianetta, Principal, Halley ES
- David Goldfarb, Principal, Fairfax High School
- Jennifer Knox, Assistant Principal, West Springfield HS
- Arlene Randall, Principal, Cooper Middle School
- Sal Rivera, Principal, Flint Hill ES
- Shane Wolfe, Principal, Baileys ES

- Departments and Clusters (7):
- John Adams, Instructional Services (Art)
- Terri Breeden, Assistant Superintendent, Professional Learning & Accountability
- Amy Granahan, CTE, Instructional Services
- Ellen Mukai, Program Manager, Best Practices for Teaching and Learning
- Sam Newman, Director, Employee Performance and Development
- Peter Noonan, Assistant Superintendent, Instructional Services Department
- Marty Smith, Assistant Superintendent, Cluster I

- Parents/Community (2)
- Luke Chung, President, FMS Software Solutions
- Ramona Morrow, President, FCCPTA

Phase I: Teacher Evaluation Work Group

- Compiled and synthesized current research on comprehensive teacher evaluation.
- Examined selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation as well as differentiated and performance-based compensation.

Phase I: Teacher Evaluation Work Group

- Examined existing state laws, policies, and procedures relating to teacher evaluation.
- Reviewed selected teacher evaluation systems currently in use across Virginia.
- Developed and recommended policy revisions related to teacher evaluation as appropriate.
- Developed models of evaluation that include measures of student growth

New Performance Standards

The performance standards address:

- I. Professional knowledge,
- II. ***Instructional planning,***
- III. Instructional delivery,
- IV. Assessment of and for learning,
- V. Learning environment,
- VI. Professionalism
- VII. Student academic progress.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources and data to meet the needs of all students.

Sample Performance Indicators, or examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 2.1 Use of student learning data to guide planning
- 2.2 Plans time realistically for pacing, content mastery and transitions
- 2.3 Plans for differentiated instruction
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs
- 2.5 Develops appropriate long and short range plans, and adapts plans when needed

Performance Standards


- For each standard, several generic performance indicators are provided.
- The performance indicators are not meant to be a checklist, but rather examples of the type of information included in the standard.
- Ratings are at the **standard** level rather than the indicator level.

Performance Appraisal Rubric

Standard 2: Instructional Planning

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.</p> <p>* Teachers who are exemplary often serve as role models and/or teacher leaders.</p>	<p>The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</p>	<p>The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</p>	<p>The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.</p>

Performance Standards

<i>VDOE Performance Standard</i>	<i>FCPS Best Practices</i>	<i>FCPS Teacher Evaluation</i>	<i>FCPS Principal Evaluation (revised, 2011)</i>
Professional Knowledge	<ul style="list-style-type: none"> • Content Knowledge • Instructional delivery model 		Management of Organizational System and Safety
Instructional Planning	<ul style="list-style-type: none"> • Lessons aligned to pacing guides • Data Driven • Teacher Collaboration 	Planning and Assessment	Instructional Leadership
Instructional Delivery	<ul style="list-style-type: none"> • High Yield Strategies • Student Communication • Engagement • Check for Understanding 	Instruction	
Assessment of and for Learning	<ul style="list-style-type: none"> • Common assessments • End of Unit assessment 	Planning and Assessment	
Learning Environment	<ul style="list-style-type: none"> • Routines and procedures • Cooperative Learning 	Learning Environment	
Professionalism	<ul style="list-style-type: none"> • Relationships • Teacher Collaboration 	Professionalism	Professionalism, Ethics, and Integrity
Student Academic Progress			Focus on Results and Student Achievement
		Human Relations and Communication Skills,	

Teacher Evaluation and Student Academic Progress

- The documents recommended by the Work Group include student academic progress as a significant component of performance evaluations.
- Student academic progress is recommended to account for a significant component of the evaluation (**at least 40 percent** of the evaluation).
- Multiple measures of student academic progress must be used in making decisions about an individual teacher's performance evaluation.

Teacher Ratings

Exemplary - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.

Proficient - The teacher meets the standard in a manner that is consistent with the school's mission and goals.

Teacher Ratings

Needs Improvement - The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.

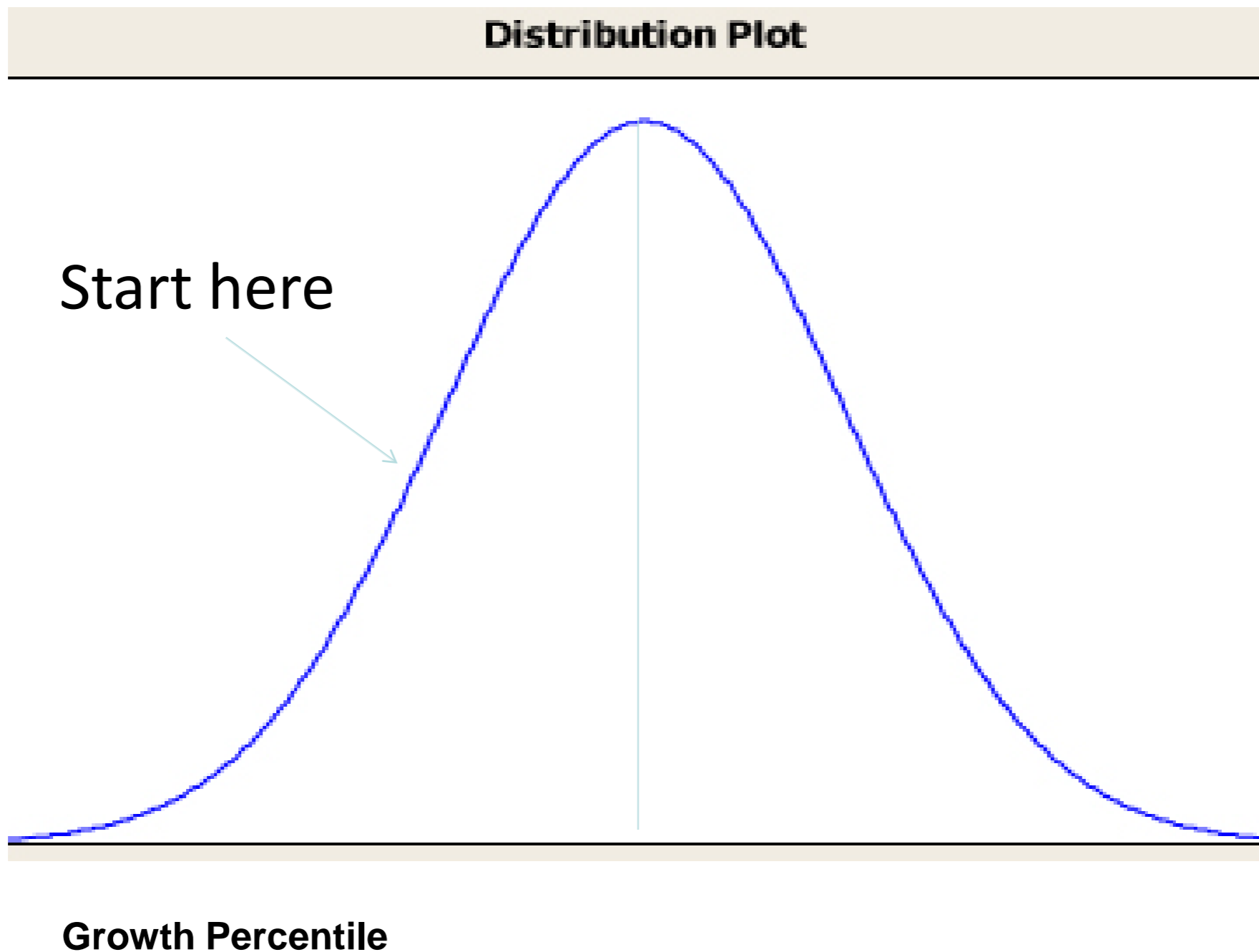
Unacceptable - The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.

Virginia Student Growth Percentiles

Sample SOL Grade 3 Reading

<i>Name</i>	<i>2010 Grade 3 Reading</i>	<i>2011 Grade 4 Reading</i>	<i>Growth Percentile</i>
Student A	313	307	15
Student B	313	358	48
Student C	313	387	66
Student D	313	445	91

Virginia Student Growth Percentiles



Implications *for FCPS*

- Revising teacher evaluation system to comply with Virginia Guidelines and Standards by July 1, 2012
 - ✓ Weighting the standards
 - ✓ Applying a summative score
 - ✓ Creating measures for Student Academic Progress
 - ✓ Aligning the new Principal Evaluation tool in the future

FCPS Teacher Evaluation Task Force

- Revise teacher evaluation system to use current research to improve instructional practice and comply with Virginia Guidelines and Standards by July 1, 2012
- Consists of 20 teachers, 7 principals, 7 Department/Cluster Representatives, and 2 members of the community
- Will pilot teacher evaluation instrument Spring 2012 for implementation Fall 2012