



June 13, 2012

# Revised Teacher Performance Evaluation System Effective July 1, 2012

# Information Includes

- Committee
- Why Revise
- Overview of Required Revision Components
- Data Collection
- Documenting Teacher Performance
- Rating Teacher Performance
- Implementation Timeline



# Committee Members

The state model was used to align Norfolk Public Schools summative with the new mandates.

## Members Included

District Committee Co-chairs: Dr. Lynne Meeks & Dr. Lisa Corbin  
Principals (elementary, middle, high)

Teachers (Teachers of the Year, National Board Certified Teachers)

Administrators (Human Resources, Pupil Personnel, Strategic Evaluation and Assessment, Curriculum & Professional Development)

Teacher Association Representatives

Three District-wide State Trainers: Denise Alberti-Human Resources, Valerie Ford-Staff Development, Carolyn Cage-Special Education Services.

# Why Revise?

- The Code of Virginia requires:
  - (1) that teacher evaluations be consistent with the performance objectives (standards)
  - (2) that school boards shall develop procedures in evaluating instructional personnel that address student academic progress
  - (3) Observations in the classroom
- This becomes effective July 1, 2012

# Primary Purposes of the Revised Evaluation System

- Improve student achievement through the quality of instruction by assuring accountability for classroom performance
- Contribute to the successful achievement of the goals and objectives defined in a school division's educational plans
- Provide a basis for instructional improvement through productive teacher appraisal and professional growth
- Share responsibility for evaluation between the teacher and the evaluation team in a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance

# Performance Evaluation Includes Performance Standards

- 1. Professional Knowledge**
- 2. Instructional Planning**
- 3. Instructional Delivery**
- 4. Assessment of and for Student Learning**
- 5. Learning Environment**
- 6. Professionalism**
- 7. Student Academic Progress**

# Teacher Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

## *Performance Indicators*

*Teacher work conducted in the performance of the standards includes but is not limited to:*

- 1.1 Effectively integrates appropriate curriculum standards.**
- 1.2 Effectively integrates key content elements and facilitates students' use of higher level thinking skills in instruction.**
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.**
- 1.4 Demonstrates an accurate and appropriate knowledge of the subject matter.**

Similar to Domain I: Knowledge of Content & Curriculum (Current summative evaluation)

*There are 4 additional indicators*

# Teacher 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.

## Performance Indicators

Teacher work conducted in the performance of the standard include but is not limited to:

- 2.1 Develop and maintain daily lesson plans that are aligned to the district's curriculum, and structured in a clear, logical manner to maximize learning opportunities.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans differentiated instruction that meets identified student learning needs and is aligned to curricular goals.
- 2.4 Use student learning data from a variety of formative and summative assessments to guide instructional planning.

# Teacher Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

## Performance Indicators

Teacher work conducted in the performance of the standard include, but is not limited to:

- 3.1 Engages and maintains students in active learning.
- 3.2 Provides students with the opportunity to use existing knowledge and skills to develop new understandings.
- 3.3 Differentiates instruction to meet the student's needs.
- 3.4 Uses instructional technology to enhance student learning.
- 3.5 Consistently implements a variety of research based strategies and resources during instruction.

**Similar to Domain 6: Delivery of Instruction  
(Current summative evaluation)**

There are 2 additional indicators

# Teacher Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

## Performance Indicators

Teacher work conducted in the performance of the standard includes, but is not limited to:

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Consistently gives constructive and frequent feedback to students and parents on students' academic progress.
- 4.4 Aligns student assessment with established curriculum standards and benchmark.

There are 3 additional indicators

**Similar to Domain 7: Monitoring & Evaluating  
Student and Program Outcomes**

# Teacher Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

## *Performance Indicators*

*Teacher work conducted in the performance of the standard indicates, but is not limited to:*

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.**
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures which are consistent with the Student Code of Conduct early in the school year and enforces them consistently and fairly.**
- 5.3 Demonstrates the ability to engage groups of students to ensure a disciplined learning environment.**
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.**

There are 4 additional indicators

# Teacher Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

## Performance Indicators

Teacher work conducted in the performance of the standard includes, but is not limited to:

- 6.1 Uses a variety of methods and strategies to effectively communicate and build positive collaborative relationships within the school community to promote students' well-being and success.**
- 6.2 Adheres to federal and state laws, district policies, ethical guidelines, time lines, and completes assignments and tasks accurately.**
- 6.3 Incorporates learning from professional growth opportunities into instructional practices.**
- 6.4 Sets goal for improvement of knowledge and skills, seeks, accepts and implements feedback on performance in a positive manner.**

**Similar to Domain 2: Human Relations &  
Communication Skills**

There are 6 additional indicators

# Teacher Performance Standard 7: Student Academic Progress

**The work of the teacher results in acceptable, measurable, and appropriate student academic progress.**

## **Performance Indicators**

Teacher work conducted in the performance of the standard include, but is not limited to:

- 7.1 Sets acceptable, measurable, and appropriate achievement goals for student academic progress based on baseline data.**
- 7.2 Documents the progress of each student throughout the year.**
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.**
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.**

# Question 1

How will teacher performance be documented?

# Data Collection Procedures

Data Collection Procedure	Form(s) and Assessments	Evaluator	Teacher
Formal and Informal Observations	Formal and Informal Classroom Observation Form	✓	
Teacher Assessment	Quizzes, Test, Pre-/post test	✓	
Criterion and Norm-Referenced Test	Advanced Placement Tests Virginia Standards of Learning PALS STAR Developmental Spelling Analysis Developmental Reading Assessment Virginia Alternate Assessment Program Virginia Grade Level Alternative Virginia Evaluation Program		✓
Portfolios/Document Logs	Table of Contents		✓
Benchmark Test	CTE Competencies, President Physical Fitness		
Self-Evaluation	Teacher Self-Evaluation Form		✓
Measures of Academic Progress	Goal Setting for Academic Progress Form	Reviews/approves	Selects/develops

# Measures of Academic Progress

Teachers	Application of Student Growth Percentiles (SGPs)	Other Student Academic Progress Measures
<p><b>Tier I:</b> Teachers of reading and mathematics for whom SGPs are available</p>	<p>20% of total evaluation based on median growth percentile when certain criteria met</p>	<p>20% of total evaluation based on measures of student academic progress other than SPG</p>
<p><b>Tier II:</b> Teachers who support instruction in reading and mathematics for whom SGPs are available</p>	<p>When aligned to individual or schoolwide goals, no more than 20% of total evaluation based on median growth percentile when certain criteria met</p>	<p>20% or 40% of total evaluation based on measures of student academic progress other than SPG</p>
<p><b>Tier III:</b> Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available</p>	<p>Not applicable</p>	<p>40% of total evaluation based on measures of student academic progress other than SPG</p>

## Question 2

How will teacher performance be rated?

# Evaluations

## Interim Evaluation

- Used to document evidence of meeting standards
- Does NOT include rating of performance

## Summative Evaluation

- Comes at end of evaluation cycle
  - Annually for probationary teachers
  - Every third year for continuing contract teachers
- Assessment of performance quality
  - Four point rating scale
  - Performance rubric for every standard

# Evaluating Performance

- Exemplary
- Proficient
- Developing/Needs Improvement
- Unacceptable

# Sample Performance Appraisal Rubric

Standard I: Professional Knowledge

*The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

Exemplary	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</b>	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

# Summative Rating

Summative ratings should apply the rating for each of the seven performance expectations, with the most significant weight given to Standard 7 - Student Academic Progress.

***NOTE: Ratings are applied to individual performance standards, NOT performance indicators***

*Virginia Department of Education recommends the following guidelines for summative ratings:*

- Weight each of the first six standards equally at 10 percent each
- Weight Standard 7 – Student Academic Progress at 40 percent

# Overall Evaluation Summary Criteria

- Exemplary
- Proficient
- Developing/Needs Improvement
- Unacceptable
  - Due to three or more Developing/Needs Improvement or one or more Unacceptable ratings on performance standards

# Next Steps

## Implementation Timeline

- **May 1, 2012** - Draft Document sent to Dr. Lanham, consultant, University of Richmond, for review
- **May 8, 2012** - Workshop with Dr. Grant (ODU) – Goal Setting for Non- Core Subjects
- **May 23, 2012** - Meeting with Dr. Lanham – Preparation for Principal Meeting
- **June 7, 2012** - Principal Meeting – Overview of Teacher Performance Evaluation – Dr. Lanham, University of Richmond – Speaker
- **June 8-11, 2012** Principals provide overview to staff using a prepared power point presentation
- **June - August, 2012** - Teacher Evaluation Summer Institute, VDOE  
(A team of 3 school division personnel will experience train-the-trainer model – specific training in standard 7)
- **July 24-25, 2012** - Administrative Conference – Distribution of Evaluation Handbook with training provided for principals
- July – August, 2012 – Summer workshops will be conducted on goal-setting with teachers through staff development.
- **August, 2012** – Information will be delivered at the new teacher orientation and at the first staff meeting of the school year.
- Additional planning and training dates will be added throughout the summer

# Improving Performance

*Outstanding Teachers*

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*Student Results*