

EVALUATION SYSTEM GUIDE

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• www.wvea.org

This brochure provides a brief outline/description of the new evaluation system in place for West Virginia teachers in 2013-2014. The new system represents a significant change in the current statewide evaluation process. The new evaluation system will be done online and will require everyone to have a WVEIS on the Web (WOW) account set up in their name.

Many factors necessitated the need for an updated evaluation system including the requirements for certain types of federal funding and the ability to request waivers of NCLB. A task force of teachers, principals, WVDE members and county central office staff worked for a number of years to establish this new evaluation system. WVEA leaders, members and staff served on the task force.

The evaluation was originally piloted in 25 sites. During the 2012-13 school year, 136 schools used the new evaluation system. All schools will use the new system beginning with the 2013-2014 school year.

Additional information regarding the new evaluation process can be found on the WVEA website – www.wvea.org.

General Framework

The new evaluation employs the five professional teaching standards to provide explicit and extensive details of the work of teaching in the 21st century. These five standards define what teachers must know and be able to do. The evaluation also includes **two performance standards** that evaluate outcomes and other essential aspects of professional teaching.

- Standard 1 – Curriculum and Planning
- Standard 2 – The Learner and the Learning Environment
- Standard 3 – Teaching
- Standard 4 – Professional Responsibilities for Self-Renewal
- Standard 5 – Professional Responsibilities for School and Community
- Standard 6 – Student Learning
- Standard 7 – Professional Conduct

Summative Rating (Weighting)

The evaluation provides educators with summative ratings for their performance using one of the four levels of performance: Distinguished, Accomplished, Emerging or Unsatisfactory. Each standard is given a predetermined weight. The following table shows how the final summative rating is calculated based on the weights of individual standards.

Standard	Weight	
Standard 1: Curriculum and Planning	17.14%	} 80%
Standard 2: The Learner and The Learning Environment	17.14%	
Standard 3: Teaching	17.14%	
Standard 4: Professional Responsibilities for Self-Renewal	11.44%	
Standard 5: Professional Responsibilities for School and Community	17.14%	
Standard 6: Student Learning		} 20%
Student Learning Goals	15%	
Standardized School Growth Scores	2.5% Reading 2.5% Math	
Standard 7: Professional Conduct	Required	
Total		100%

Standardized school growth scores are reported for mathematics and reading. The level of growth in mathematics and reading is identified in the summative rating by descriptors equivalent to those descriptors used for performance levels, i.e., Distinguished, Accomplished, Emerging and Unsatisfactory.

Levels of Performance

The evaluation recognized four distinct levels of performance to describe the quality of teaching within West Virginia classrooms. Rubrics guide the determination of specific performance levels.

Distinguished	Accomplished	Emerging	Unsatisfactory
Distinguished performance describes professional teaching that engages students to be highly responsible for their own learning. Performing at this level involves contributing to the professional learning of others through teacher leadership.	Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.	Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.	Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.

Evaluators select a performance level from the rubric that best describes current, actual educator practice – not a future expectation – for a particular element. Educators, likewise, select from the rubric a performance level that best describes current practice when completing the self-reflection.

Self-Reflection

(Must be completed by Oct. 1)

Educators on all progressions complete a self-reflection to assess actual professional practice related to the five Professional Teaching Standards. Educators use rubrics developed for the standards to identify a specific performance level for each element. Educators determine performance level ratings within the rubrics based on preponderance of the evidence. Educators must provide evidence to support any Distinguished performance level rating within the self-reflection.

Evaluators review self-reflections prepared by educators and may request additional evidence to support performance level ratings. However, evaluators cannot alter the actual performance level ratings chosen by educators when completing the self-reflection component of the West Virginia Evaluation System for Teachers.

Professional Teaching Standards

Educators provide evidence to support the determination of performance level ratings for the five professional teaching standards. Performance level ratings are based on the preponderance of the evidence. Evaluators will not use checklists to determine ratings.

Standard 1 – Curriculum and Planning

- 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.
- 1.2 The teacher designs standards-driven instruction using state-approved curricula.
- 1.3 The teacher uses a balanced assessment approach to guide student learning.

Standard 2 – The Learner and the Learning Environment

- 2.1 The teacher understands and responds to the unique characteristics of learners.
- 2.2 The teacher establishes and maintains a safe and appropriate learning environment.
- 2.3 The teacher establishes and maintains a learner-centered culture.

Standard 3 – Teaching

- 3.1 The teacher utilizes a variety of research-based instructional strategies.
- 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.
- 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.

(Professional Teachings Standards continued on page 3)

Professional Teaching Standards (Continued)

Standard 4 – Professional Responsibilities for Self-Renewal

- 4.1 The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.
- 4.2 The teacher actively engages in collaborative learning opportunities with colleagues.

Standard 5 – Professional Responsibilities for School and Community

- 5.1 The teacher participates in school-wide collaborative efforts to support the success of all students.
- 5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being.
- 5.3 The teacher promotes practices and policies that improve school environment and student learning.

Standard 6 – Student Learning (20%)

6.1 *The work of the teacher results in measurable progress of student learning of state-approved curricula.*

Student Learning Goals Educators present specific evidence of their students' progress in learning through multiple measures as part of the Student Learning performance standard. Educators in all three progressions must set at least two student learning goals and collect evidence from multiple measures to validate student learning progress. One goal shall include a consideration of gaps in subgroup performances. Teachers in grades K-3 shall include a goal to address increasing reading proficiency. All evidence for the Student Learning performance standard must meet three criteria: 1) Two data points; 2) Rigorous; and 3) Comparable across classrooms. Student learning goals should be submitted by November 1.

Standardized School Growth Scores All teachers are evaluated using the school's Westest scores in math and reading. Each area is 2.5% of the evaluation or 5% total.

Standard 7 – Professional Conduct

This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The Professional Conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which educators remain fully accountable and is not determinative of whether behavior is correctable. Certain violations may be changed by implementation of an improvement plan; others will require immediate action.

STANDARD 7: PROFESSIONAL CONDUCT			
<i>Element 7.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.</i>			
	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure
Respect	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional

Observation

Observation provides a view of teacher practice and the opportunity to collect data to evaluate educator performance. Evidence collected during observation helps educators clarify strengths and identify areas for growth. Observations within the evaluation system are designed for educators on the Initial and Intermediate progressions.

Initial and Intermediate Progressions

1. Evaluators conduct four observations per year for educators on the Initial Progression. Two of these observations are scheduled with educators. One scheduled observation is completed in the fall; the other is completed in the spring. Observations last the length of a lesson but not less than 30 minutes.
2. Evaluators conduct two observations per year for educators on the Intermediate Progression. One observation is completed in the fall; the other is completed in the spring. One of these observations is scheduled with educators. Observations last the length of a lesson but not less than 30 minutes.
3. Evaluators record data using the Observation form.
4. Educators complete the Evidence form and submit it electronically to their evaluators within five days after the observation. The Evidence form provides the mechanism for documenting evidence about the observation as well as other evidence essential to understanding educator performance related to the elements for the Professional Teaching Standards.
5. Evaluators submit the Observation form electronically to educators prior to the conference.
6. Evaluators schedule and conduct a conference with educators within 10 days of the observation. Educators and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference.
7. Evidence accumulated as part of the Observation is included in the summative performance rating.

Advanced Progression

1. Educators on the Advanced Progression complete a self-reflection of their performance for the elements related to the Professional Teaching Standards and submit it electronically to their evaluators. Any performance rating at the Distinguished level requires evidence to be noted in the system.
2. Educators and evaluators meet to review Student Learning Goals and the educator self-reflection. Any evidence presented at the conference is also reviewed.
3. Evaluators identify elements for which additional evidence will be necessary to establish the final summative rating.
4. Educators submit required evidence prior to the end-of-year conference.
5. Evaluators review the educator self-reflection as well as any evidence submitted and complete the summative performance rating which is transmitted electronically to educators.
6. Evaluators and educators convene an end-of-year conference.

Evidence Collection

Professional Teaching Standards Educators provide evidence to support the determination of performance level ratings for the five professional teaching standards. Performance level ratings are based on the preponderance of the evidence. Educators and evaluators may refer to the recommended evidence that has been developed for each professional teaching standard.

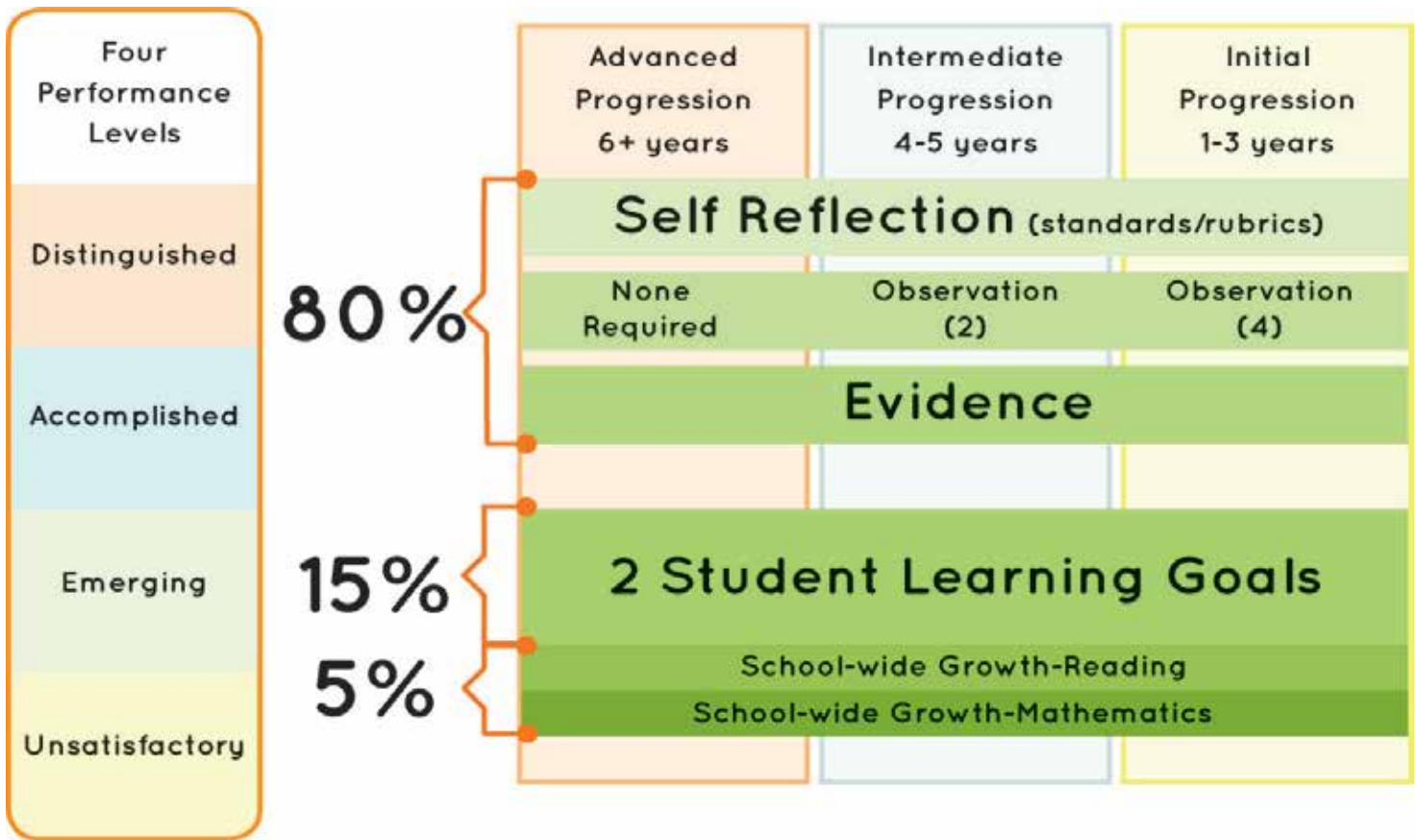
Student Learning Educators present specific evidence of their students' progress in learning through multiple measures as part of the Student Learning performance standard. Educators in all three progressions must set at least two student learning goals and collect evidence from multiple measures to validate student learning progress.

Professional Conduct Evidence for Professional Conduct would only be necessary in the event of an educator not adhering to the performance standard.

Self Reflection Educators must provide evidence to support any Distinguished performance level rating within the self-reflection. Evaluators may request additional evidence to support performance level ratings.

Goal Setting Educators submit evidence for each goal to validate progress of student learning and briefly describe results on both Student Learning Goal forms.

EVALUATION SYSTEM FOR TEACHERS



TIMELINES

Beginning of year – October 1st

- Educators complete self-reflection and begin working on student learning goals

Beginning of year – November 1st

- Evaluators complete first observations for those on initial and intermediate progressions
- Educators submit student learning goals

November 1st – January 1st

- Evaluators complete second observation for those on initial progression

January 1st – March 1st

- Evaluators complete third observation for those on initial progression

March 1st - May 1st

- Evaluators complete final observations for those on initial and intermediate progressions
- Educators submit evidence for student learning goals

May 1st – June 1st

- Convene year-end conference and complete summative performance rating

Plans to Support Continuous Improvement

Focused Support Plan

The focused support plan is a proactive, preventative measure that supports individual improvement and professional growth. The focused support plan may commence only after a purposeful conversation and when there is documented evidence indicating an area of concern based on one or more of the five performance standards.

The following supports may be considered to meet individual needs:

- Professional development
- Coaching/Instructional support
- Mentoring
- Peer observation
- Programs of study
- Other supports and resource

The focused support plan must include the following essential components:

- Identified area of concern with reference to the standard(s) to be addressed
- Expectations for change
- 9 week timeline for implementation
- Resources for support, including referral to other educators

The focused support plan may address an area of concern involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a focused support plan.

At the conclusion of the nine-week focused support plan, if evidence demonstrates that the standard has been met, then the plan is successfully completed. If evidence demonstrates that adequate progress has been made, the focused support plan will continue for a second nine-week period. In the event of inadequate progress on the standard related to the area of concern, an evaluation will be completed and a corrective action plan will be initiated. Evidence may include a formal observation if appropriate to assess the area of concern.

Corrective Action Plan

The corrective action plan is typically initiated when a focused support plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one or more of the five performance standards. However, certain instances of misconduct as specified in W.Va. Code 18A-2-8 may require immediate action and/or a corrective action plan. The corrective action plan may address unsatisfactory performance involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a corrective action plan. The corrective action plan spans 18 weeks and may commence at any time during the school year.

The corrective action plan is determinative and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the 18-week corrective action plan. If evidence does not demonstrate that adequate progress has been made at the conclusion of the 18-week period, termination for unsatisfactory performance shall ensue. The area of unsatisfactory performance guides the choice of evidence within a corrective plan that may include observation if appropriate.

Educators remain on their current progression while implementing a corrective action plan.

Evaluators must identify other educators, either within the school or county, to be used as resources during a corrective action plan.

The corrective action plan must include the following essential components:

- Identified area of unsatisfactory performance with reference to the standard(s) to be addressed
- Timeline for implementation
- Resources for support, including referral to other educators

Performance in a Single Element

Unsatisfactory performance related to a single element is addressed through quality sustained job-embedded professional development and support. Two consecutive unsatisfactory performance-level summative ratings related to the same element are addressed through evaluation based on the rubrics associated with *Standard 4 - Professional Responsibilities for Self-Renewal* that stipulate professional self-renewal as a requirement. Unsatisfactory performance related to a single element cannot initiate a corrective action plan.