

# West Virginia Revised Educator Evaluation System for Teachers 2011-2012

## First Year Pilot Report



During 2011–2012, teachers in 25 WV schools (12 counties) participated in the pilot test of the new educator evaluation system. This is the first summary and cross analysis of data collected and shared with project leaders during the pilot.

*Method of study.* Data were collected in surveys and focus groups conducted throughout the pilot year. We also analyzed content from electronic documents submitted by educators as required components of the system.

*Findings.* At the pilot's conclusion, the distribution of summative ratings was as follows: *emerging* (14.5%), *accomplished* (76.1%), and *distinguished* (9.3%). (*Unsatisfactory* ratings were prohibited.) Some components of the system were well implemented, especially some aspects of student learning goals (collaboration, rigor, and comparability). Yet, fewer than the required number of classroom observations took place, nearly half of teachers did not complete their student learning goals on time, and of those who did, many did not include the required two data points in time. Given that administrators reviewed and approved these goals, evidence suggests they need more training. Surveys indicate that the revised system led to greater understanding of the WV professional teaching standards, the process of setting student learning goals, and identifying ways to achieve them; and to increasing the use of effective instructional strategies. Still, educators reported the revised system required too much time, had too many technology-related issues, and lacked needed access from home. Notably, although the majority of teachers indicated that particular parts of the system had a positive impact on them, a smaller proportion indicated the system as a whole had a positive impact on them overall as educators. Preliminary evidence suggests at least two factors were measured by the new system: inputs (related to Standards 1-5) and outputs (the student learning goals portion of Standard 6). Correlation data indicate that the input measures are clearly and strongly related to one another and to a lesser extent to some of the output measures. Teachers gave high marks to the quality of training, but less than two thirds thought they received beneficial feedback from administrators or that the system was implemented well in their schools, indicating the need for more training to develop administrators' capacity to implement the system.

*Limitations of study.* This study involved primarily historically low-performing schools, and a small number of volunteers; consequently the findings are not generalizable and should not be used for making summative judgments.

*Recommendations* include (a) provide ongoing training and support to administrators and teachers (with a stronger focus on student goal setting), and provide all educators access to the system outside of school; (b) comprehensively monitor implementation at schools, relationships among professional teaching standards within various groups of schools, and range-of-effectiveness ratings; (c) develop a classroom level measure of student growth; and (d) establish a technical advisory committee, streamline the evidence form, and establish a protocol for managing the revision or student learning goals.

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**Surveys indicate that the revised system led to greater understanding of the WV professional teaching standards, the process of setting student learning goals, and identifying ways to achieve them; and to increasing the use of effective instructional strategies. Some components of the system contributed positively to educators' perceptions of professional growth.**

**Still, educators believed the revised system required too much time, and many reported adverse technology-related issues and called for access to the system from home.**

**Teachers gave high marks to the quality of training, but less than two thirds thought they received beneficial feedback from administrators or that the system has been implemented well in their schools, indicating the need for more training to develop administrators' capacity to implement the system.**