



West Virginia DEPARTMENT OF
EDUCATION

Performance Evaluation of Teachers

Office of District and School Improvement

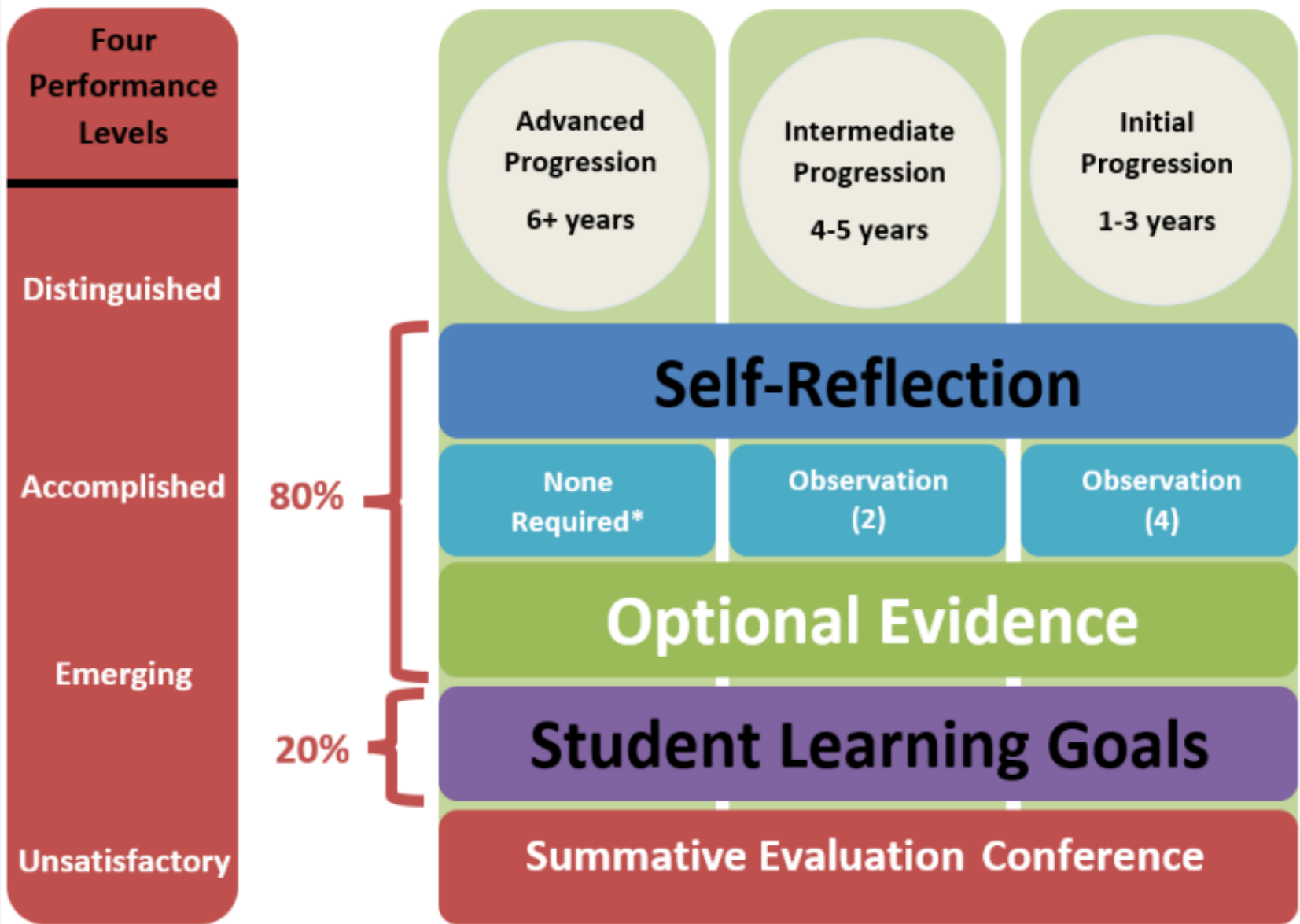
June 28, 2024

Learning Objectives

- Review the purpose of the Educator Evaluation System
- Review the evaluation process (WVBE Policy 5310)
 - ✓ Review components of the Educator Evaluation System
 - ✓ Review timelines and implementation
 - ✓ Review tools utilized in the evaluation process
 - ✓ Deepen the understanding of educator growth model

Quality teaching and leadership

- Student learning is the single most important goal of education. Many things affect students' quality of life and readiness to learn. The quality of teaching and leadership are the most important school-related factors with the potential to impact student learning.



Purpose of Evaluation



Set high standards of performance for educators



Ensure high-quality instruction focused on increasing student achievement



Encourage continuous growth and improvement through personal reflection and goal setting



Serve as a tool in developing coaching and mentoring programs for educators

Policy 5310 Components

- ✓ Definitions
- ✓ Rating Structure
- ✓ Evaluation process for Professional Personnel
- ✓ Plans and tools to support improvement

Requirement One: Staff Orientation

(Section 6.5)

- Orientation. An annual meeting to assure that all employees have a full understanding of the purposes, instruments, and procedures used in evaluating the performance of employees. (4.13)
- An orientation meeting shall be conducted annually for all employees at the beginning of the employment period or within two weeks of an employee's reporting date. The evaluation process shall be initiated annually, regardless of the date of hire. (6.5)

Requirement Two: Self-Reflection

(Section 8.2)

- Due on or before October 1st
- Based on the first five standards for teachers and counselors
- Utilize the rubric to guide your rating
- Reflect on your current, actual practice, not a future expectation
- Utilize this tool to develop a personal professional learning plan

Performance Levels for Teachers

Distinguished	Accomplished	Emerging	Unsatisfactory
Distinguished performance describes professional teaching that engages student 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.

Why do Educators Self-Reflect?

- Self-Reflection allows teachers to take ownership of their professional growth.
- Self-Reflection establishes an understanding between the Evaluator and the teacher, including expectations.
- Self-Reflection prompts teachers to ask: How can I improve in practice to reach a level of Distinguished on the performance standards?
- Meeting with the Evaluator to discuss the Self-Reflection allows teachers and Evaluators to communicate about performance and growth.

Evaluation Rubrics for Teachers

- There are five Performance Standards in which teachers reflect on their practice. Each standard includes elements of performance.
 - 1. Curriculum and Planning
 - 2. The learner and the learning environment
 - 3. Teaching
 - 4. Professional Responsibilities for Self-Renewal
 - 5. Professional Responsibilities for School and Community
- [RubricsForTeachers \(wvde.us\)](http://wvde.us)

Distinguished Rating

- When teachers reflect on their practice, these performance characteristics demonstrate Distinguished levels:
 - Expertise in specialized content
 - Collaboration with teachers from other grades
 - Student learning connects to other content areas
 - Strong collaboration with students
 - Evidence of student-led learning
 - Consistent and extensive monitoring of student progress
 - Mentor others
 - Extensive implementation of effective management practices

Educator Evidence

- Observable practices and/or artifacts selected by the educator and/or the evaluator to support the determination of performance level ratings based on the professional standards. **The evidence may be collected by either/both the educator and the evaluator** for discussion during the observation or the evaluation conference(s).
- Evidence must be noted in the system in order to support a Distinguished rating. This evidence can be located either in the self-reflection or the summative evaluation, or both.

Evidence Best Practices



Observations are used as an evidence gathering process throughout the year.



A description of evidence should be entered in the online system.



Educators do not bring new evidence to the Summative Evaluation.

Standard 7: Professional Conduct

STANDARD 7: PROFESSIONAL CONDUCT			
Element 7.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.			
	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

Requirement Three: Student Learning Goals

(Due on or before November 1st)

STANDARD 6: STUDENT LEARNING			
<i>Element 6.1: The work of the teacher results in measurable progress of student learning of state-approved curricula.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student-learning goal that involves collaborative efforts across classrooms.	Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.

Quality Student Learning Goal

- The goal is measurable: pre and post assessments, two data points in time
- The goal is comparable across classrooms. Can a teacher take the same measure and use it for their students? Can the measure be applied consistently and achieve the same results in a similar classroom or context?
- The goal is rigorous: Is the goal based upon the WVCCRS? Is the goal appropriately challenging to all learners? Is the goal fair and equitable?

Policy 5310: Student Learning Goals

- The determination of the goals shall be based on the identified needs of the students, which shall include a consideration of gaps in performance. All teachers in grades Kindergarten through 3rd grade shall include a goal to address increasing students' reading and math proficiency.

Goal Setting Best Practices

- Ask your evaluator to provide support with developing student learning goals prior to submission online.
- Your evaluator should verify that goals are rigorous, measurable and comparable across classrooms.

Requirement Four: Instructional Observations

- Initial Progression:
 - 2 scheduled and 2 not scheduled
 - 1st on or before November 1
 - 2nd between November 1 and January 1
 - 3rd between January 1 and March 1
 - 4th between March 1 and May 1

Requirement Four: Instructional Observations

- Intermediate Progression
 - 1 scheduled and 1 not scheduled
 - 1st on or before November 1
 - 2nd on or before May 1

Requirement Four: Instructional Observations

- Advanced Progression:
 - Not required but recommended
 - Can be requested by the teacher within a timeframe established by the teacher and the evaluator

Instructional Observations



An opportunity for evidence collection (record what you see and hear from the educator and students)



Standards four and five in the rubric are not observable during an instructional observation



Provides another occasion for communication between evaluator and educator

Post Observation Conference

Scheduled within
10 days of the
observation

Exchange
reflection and
feedback (positive
and constructive)

Identify strategies
and resources

Constructive Feedback

- Constructive feedback:
 - is necessary to improve educator and student performance
 - uses language from the rubric and includes specific ways to get to a different result
 - is specific and actionable
 - is an opportunity to assist educators in eliminating poor performance and strengthen positive outcomes before entering a formal plan

Plans for Improvement

Focused Support Plan (FSP)

Corrective Action Plan (CAP)

Focused Support Plan (FSP)



Proactive, preventive



Documented evidence based on one or more of the elements / performance standards through observation and a purposeful conversation between educator and evaluator



Expectations for change



Nine-week timeline for implementation (can begin at anytime)



Resources for Support



Between educator and evaluator

Conclusion of Nine-Week FSP

Meets Standards—
Remove from FSP

Adequate Progress—
Implement another
FSP for nine more
weeks

Inadequate
Progress—Complete
evaluation and
initiate a Corrective
Action Plan

Corrective Action Plan

- When a Focused Support Plan results in inadequate progress and an evaluation is completed that shows unsatisfactory performance based on one or more of the standards OR
- When certain instances of misconduct as specified in West Virginia Code §18A-2-8 may require immediate action and/or a Corrective Action Plan.
- May address unsatisfactory performance involving student learning goals when in conjunction with one or more of the standards.

Corrective Action Plan (CAP)

- A minimum of one observation must be completed for the educator prior to the beginning of a Corrective Action Plan
- Identified area of unsatisfactory performance with reference to a standard to be addressed
- 18-week timeline
- Resources for support
- Unsatisfactory performance on a single element cannot initiate a CAP

Conclusion of a CAP

- If evidence does not demonstrate adequate progress has been made at the end of the 18-week period, termination for unsatisfactory performance shall ensue. (9.1.b.2)

WV Code §18-A-2-8

Reasons for Suspension or Dismissal

Immorality	Incompetency	Cruelty	Insubordination	Intemperance
Willful neglect of duty	Unsatisfactory performance	The conviction of a felony	A guilty plea	A plea of nolo contendere to a felony charge

Requirement Five: Summative Evaluation

(Section 8.1)

1. Evaluator and educator conduct Summative Evaluation Conference.
2. Evaluator finalizes the Summative Evaluation at the conclusion of the conference (by the teacher or counselor's last day or June 15th , whichever comes first).
3. Educator accepts a conference was held. Educator may also add an addendum to evaluation within five days of acceptance.

Continuous Improvement

How will you use evaluation data to promote educator growth and student achievement at your school?

- It will give administrators a great starting point for collaborative conversations.
- Focusing on results will shift the environment from being teacher-centered to learner-centered.

Support

1. Contact your administrator: Principal or Assistant Principal
2. Contact your district: WVEIS Coordinator
3. Contact the ED-EVAL Helpdesk
4. Contact the Office of School Improvement
5. [Educator-Evaluation-Platform-User-Guide.pdf \(wvde.us\)](#)