

# **TEACHER EVALUATION TRAINING**

2012-2013

# TEACHER EVALUATION COMMITTEE

**Jane Carter**

Rye Cove High

**Renee Dishner**

Rye Cove Intermediate

**Lowell Fowler**

Scott County Career and Technical

**Karen Hartsock**

Dungannon Intermediate

**Diane Kegley**

Shoemaker Elementary

**Allison Kimbler**

Shoemaker Elementary

**Mary Beth Keith**

Twin Springs High

**Autumn McConnell**

Fort Blackmore Primary

**Seth McConnell**

Shoemaker Elementary

**Kathy Musick**

Yuma Elementary

**Nancy Parker**

Weber City Elementary School

**Jason Smith**

Central Office

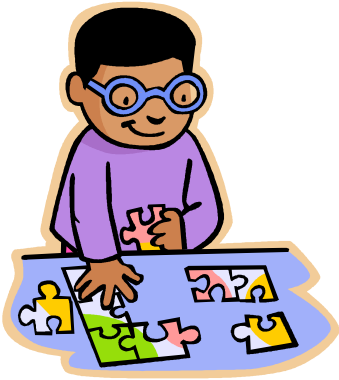
**Kari White**

Yuma Elementary School

**Barry Wolfe**

Rye Cove High School

# WHY DID WE CHANGE???



● This teacher evaluation system was developed in response to the updated Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers which was approved by the Virginia Board of Education on April 28, 2011. These guidelines require all school divisions in the state to comply by July 1, 2012.

**Easy Answer: We had to!**

**Smart Answer: It is a better system!**

# WHAT IS NEW?

Performance Standards Updated

No ratings for observations

Interim Reports

Student Achievement Goal Setting

Elimination of Formative Evaluation

# VIRGINIA'S UNIFORM PERFORMANCE STANDARDS

## New

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

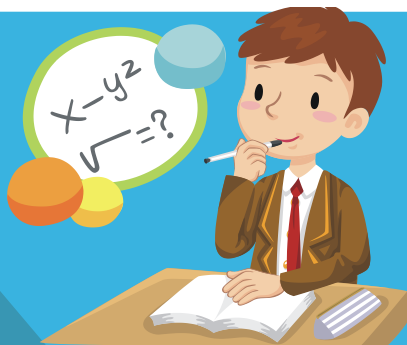
## Old

1. Planning and Assessment
2. Instruction
3. Knowledge of Content
4. Safety and the Learning Environment
5. Communications/Community Relations
6. Professionalism



# OBSERVATIONS

- All continuing contract teachers will have one formal observation each spring. Non-continuing contract teachers will be observed in the fall and spring.
- Observations will be based on the seven VA Uniform Performance Standards.
- Documentation will be in the form of notes, comments, and examples to enhance the teaching/coaching process.
- Ratings with “numbers” will not be conducted at this phase of the evaluation process.



August 28, 2012

# INTERIM REPORT



Evaluators use this form in the spring to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

There should be something in each standard.

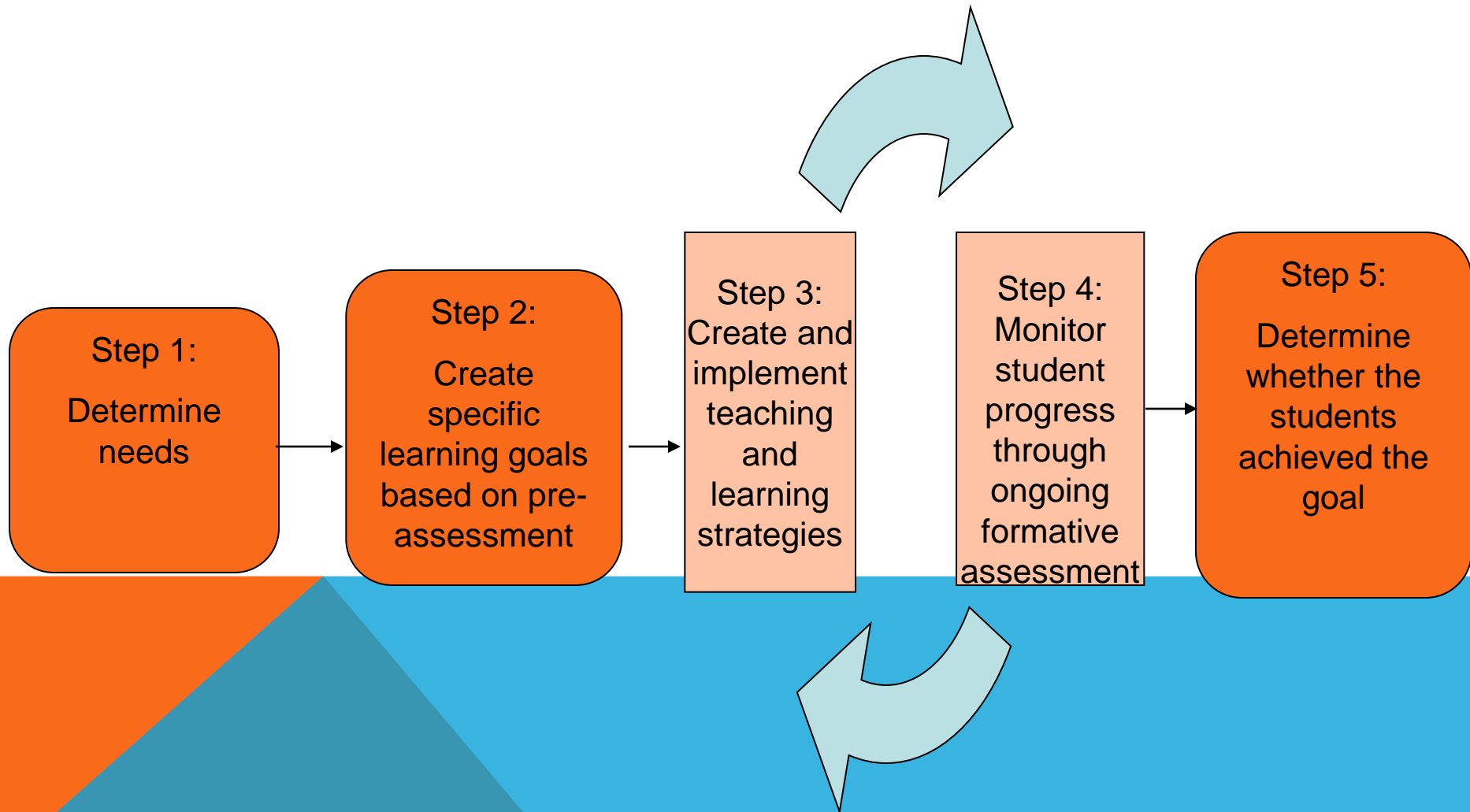
SCOTT COUNTY TEACHER  
EVALUATIONS

SMART GOALS

# STUDENT ACHIEVEMENT GOAL SETTING

WHAT SHOULD WE KNOW TO USE  
STUDENT ACHIEVEMENT GOAL  
SETTING IN A TEACHER'S  
PERFORMANCE EVALUATION?

# WHAT IS STUDENT ACHIEVEMENT GOAL SETTING?



# WHAT ARE THE PURPOSES OF STUDENT ACHIEVEMENT GOAL SETTING?

- ☑ Focus on student results
- ☑ Explicitly connect teaching and learning
- ☑ Improve instructional practices and teacher performance
- ☑ Tool for school improvement

# WHAT IS A STUDENT ACHIEVEMENT GOAL?

Goal ... a statement of an intended outcome of your work:

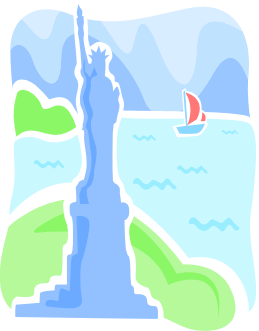
*Student Learning*

## Distinct from Strategies

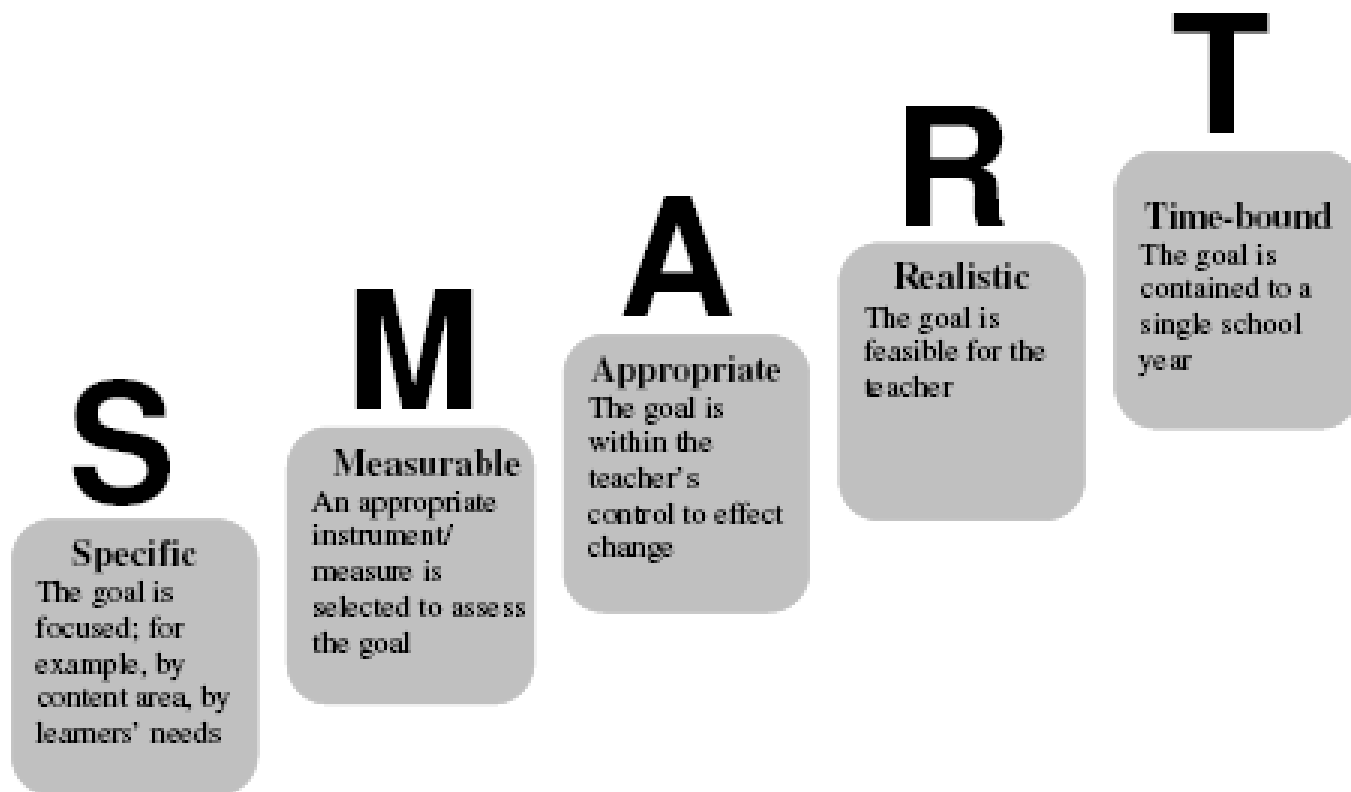
✓ *Strategies = Means*

✓ *Goal = End*

❖ *“Are you going to New York or by train?”*



# WRITING A SMART GOAL

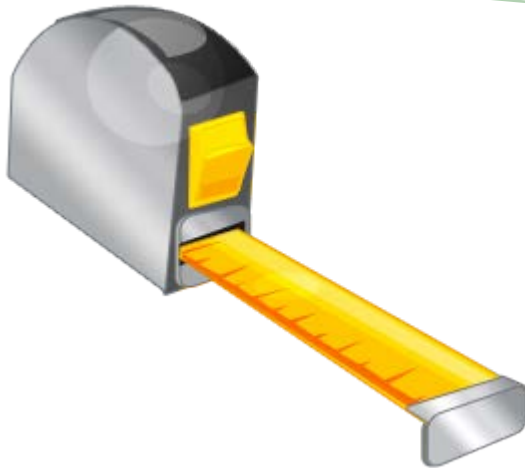


# S-SPECIFIC

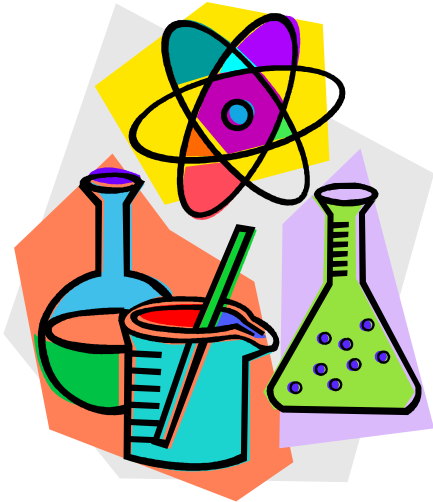
We have to know what we are looking for!!  
Where are we going?



# M- MEASURABLE



# A- APPROPRIATE



Is the goal  
appropriate to our  
subject area?

Is the goal  
something that we  
want our students  
to achieve?

# R- REALISTIC



- Know your students-
- Where are they now?
- Where do you want them to be in May?
- Don't aim too low!

# T-TIME BOUND



Need to set goals and monitor them throughout the year to make sure you are on track for goal achievement.

Meetings will be held in Dec. for elementary, late October or March for middle and high school.

# ASSESSING RIGOR OF GOALS

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to <b>identified</b> student needs, but does not reflect <b>acceptable growth</b> through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and <b>attainable</b> , and reflects <b>acceptable</b> growth during the course or school year

# Progress (Growth) vs. Achievement Goals

## PROGRESS

Students will score X% greater on the post-test than on the pre-test.

OR

Students will increase their performance by X performance level on the rubric.

## ACHIEVEMENT

X% of students will achieve a score of X or higher.

# TEACHER F'S GOAL

## ***Goal Statement:***

**During this school year, my students will improve on word knowledge and oral reading skills.**

**A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**

# BETTER GOAL FOR TEACHER F?

## ***Goal Statement:***

During this school year, 100 percent of my students will improve in word knowledge and oral reading as measured by PALS. Each student will move up at least a grade level in instructional reading level from fall to spring.

## TEACHER G'S GOAL

### ***Goal Statement:***

**For the current school year, my students will have the knowledge and skills to be productive members of their society because they will be able to analyze primary and secondary source documents.**

**A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**

## Goal Setting Critique

Review the goal setting forms and decide if the goal statement is **SMART**. Give specific aspects of the goals as evidence.

### Teacher G—High School Government Teacher

Aspect of Goal Statement	Evidence
Specific	
Measurable	
Appropriate	
Realistic	
Time-Bound	

SMART Goal Feedback: Rigor		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
Goal is unrelated to identified student needs.	Goal is related to identified student needs, but does not reflect acceptable growth during the course of the school year. Sufficient rigor is lacking.	Goal is rigorous, attainable, and reflects acceptable growth during the course or school year.

August 28, 2012

# GOAL SETTING FORM

<b>I. Setting</b> (Describe the population and special learning circumstances.)	I teach 77 students. Twenty six (34 percent) have been identified as needing help in reading. Fourteen (18 percent) received special education services. Five students (6 percent) speak English as a second language. Forty-five students (58 percent) receive free and reduced price lunch.	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on American Government, specifically the Virginia Standards of Learning, GOVT 1. This class is a requirement for high school graduation. One of the areas in which students have difficulty is in analyzing primary and secondary source documents. Our department, as a whole, has decided to focus on this skill found in GOVT 1.	
<b>III. Baseline Data</b> (What does the current data show?)	I administered a baseline assessment developed by my social studies department in which students were given <b><u>both primary and secondary source documents and asked to analyze them.</u></b> Forty-five students attempted but their skills need developing, 25 students are developing skills, six students were proficient, and one student is entering with exemplary skills. Data attached	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)	For the current school year, my students will have the knowledge and skills to be productive members of their society because they will be able to analyze primary and secondary source documents.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b> Plan cooperatively with American Government teachers and share instructional materials.	<b>Evidence</b> Monthly meetings Examples of shared materials	<b>Target Date</b> Ongoing (September – May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)

August 28, 2012

# Student Scores on Pre-Assessment in Analyzing Primary and Secondary Source Documents

Rubric Element	Exemplary	Proficient	Developing	Attempted
Analysis of Primary Source	1	6	25	45
Knowledge of Historical Context	1	6	25	45
Identification of Key Concepts	1	6	25	45
Resources	1	6	25	45

# BETTER GOAL FOR TEACHER G?

## ***Goal Statement:***

During this school year, 100 percent of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by one level on the rating rubric. Furthermore, students at the “attempted” level will increase by two performance levels.

**TEACHER E**

**GRADE 5**

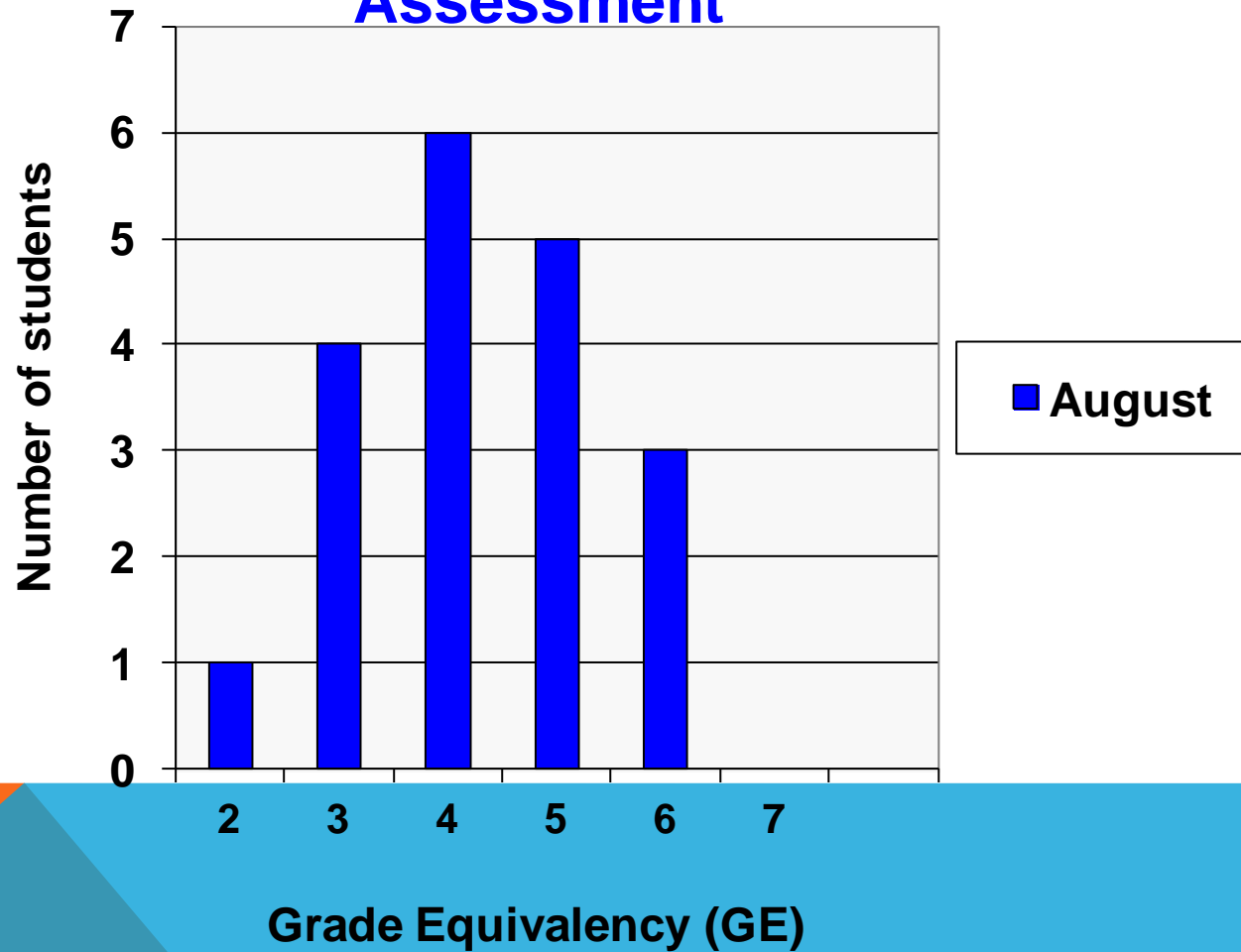
# GOAL SETTING FOR TEACHER E- FIFTH GRADE

on (due by 9/30 to the evaluator)

<b>I. Setting</b> <i>(Describe the population and special learning circumstances.)</i>	Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 64 percent of the students passed the Reading SOL (compared to 46 percent the year before) and 70 percent of the students passed the Mathematics SOL (compared to 30 percent the year before).
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data.)</i>	Reading Instruction
<b>III. Baseline Data</b> <i>(What does the current data show?)</i>	See Data, talk about a goal. <i>Data attached</i>
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish.)</i>	WRITE YOUR GOAL HERE

August 28, 2012

## Curriculum-Based Reading Assessment



# GROWTH REPORT- CURRICULUM BASED READING ASSESSMENT

GRADE 5- TEACHER- E

Student	August Pre-Test GE	January Mid-Year GE	June Post-Test GE	Pre-Post Change in GE
Annie	2.7	2.8	3	0.3
Billy	4.7	5.6	6.3	1.6
Curly	5.1	4.8	5	-0.1
Dolly	3.9	4.6	5	1.1
Ellie	4.3	4.4	5	0.7
Frankie	4.6	4.8	5.8	1.2
Gilbert	3.1	3.8	3.9	0.8
Howie	6.3	6.6	7.6	1.3
Iggie	5.8	6.4	7.2	1.4
Jamal	6	6.5	7.4	1.4
Kindra	5.8	5.6	6.2	0.4
Larry	4.5	4.8	5.5	1
Moe	3.4	3.6	4	0.6
Nellie	5	4.5	4.8	-0.2
Opprah	5.2	5.8	5.9	0.7
Polly	4.9	5.5	5.7	0.8
Quenton	3	3.8	4.1	1.1
Randy	6.1	6.6	7.5	1.4
Sam	4.9	5	5.7	0.8
<b>Average</b>	<b>4.7</b>	<b>5.0</b>	<b>5.6</b>	<b>0.9</b>

August 28, 2012

# High School Teacher H

August 28, 2012

## Initial Goal Submission (due by 9/30 to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	This goal is based on one of my English Grade 10 classes which has 30 students. Five of the students qualify for special services and have IEPs.	
II. Content/Subject/Field Area (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on essay writing. Our school is focusing on increasing writing scores. Over the past three years, the percent passing has been 74 percent, 78 percent, and 81 percent. We are seeing a positive trend in writing and will continue to focus on this area.	
III. Baseline Data (What does the current data show?)	I administered a writing prompt at the beginning of the year and used a four-point rubric to score the responses, scoring both according to critical element and holistically. <b>The data indicates that <u>six students</u> scored at performance <u>level 1</u>, <u>11 students</u> scored at performance <u>level 2</u>, <u>ten students</u> scored at performance <u>level 3</u>, and <u>three students</u> scored at performance <u>level 4</u>.</b> ✓ Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)	For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a "1" will increase by two performance levels. Students scoring at a "2" or "3" will increase by one performance level. Students scoring at a "4" will maintain high performance.	
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date
Use modified pacing to attend to student needs.	Copies of modified pacing	Ongoing (September – May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)
Incorporate focused instruction in key content areas as prescribed by the state standards.	Lesson Plans	Ongoing (September – May)

# *Teacher H Midyear Review*

I administered a writing prompt at midyear and students are making gains.

**At midyear, three students were at Level 1, eleven at Level 2, ten at Level 3, and six at Level 4.**

	Beginning of the Year	Mid-Term
Level One	6	3
Level Two	11	11
Level Three	10	10
Level Four	3	6

# AT MID-YEAR, WHAT IF A TEACHER IS NOT MAKING SUFFICIENT PROGRESS TOWARD GOAL ACHIEVEMENT?



August 28, 2012

# MONITORING STUDENT PROGRESS

Monitor both student progress toward goal attainment  
AND strategy effectiveness

Make adjustments to strategies as needed

# STEPS IN THE MIDYEAR REVIEW PROCESS

## **Step 1**

Collect and  
reflect on  
informal and  
formal mid-  
year data

## **Step 2**

Reflect on  
progress  
toward goal

## **Step 3**

Reflect on  
effectiveness  
of strategies

## **Step 4**

Adjust  
strategies

# TEACHER'S MIDYEAR REFLECTION ON STRATEGIES - TEACHER H

<b><i>Strategy</i></b>	<b><i>Progress</i></b>
Use modified pacing to attend to student needs.	Changed instruction to address student deficiencies in writing.
Use frequent formative assessment with students to provide feedback and modify instruction.	Used frequent formative assessments for writing skills; used formative assessments to address student deficiencies. Assessments indicate that a majority of students continue to have deficiencies in one or more areas.
Incorporate focused instruction in key content areas as prescribed by the State Standards of Learning.	Developed mini-targeted lessons to address specific writing skills with students.

# TEACHER'S MIDYEAR REFLECTION CONTINUED - TEACHER H

<b><i>Strategy</i></b>	<b><i>Adjustment(s)</i></b>
Use modified pacing to attend to student needs.	Continue to use modified pacing; ensure that modified pacing is based on formative assessment data.
Use frequent formative assessment with students to provide feedback and modify instruction.	Target formative assessments to focus on specific writing skills according to student deficiencies.
Incorporate focused instruction in key content areas as prescribed by the State Standards.	Differentiate instruction in key content areas using formative assessment data.
<b>Use Peer and Self-Assessment.</b>	<b>Work with students on evaluating own work and work of classmates using writing rubric; assess students' ability to apply rubric; track peer, self, and teacher ratings to determine consistency.</b>

# FINAL NUMBERS, DID THE TEACHER MEET THE GOAL?

	Number	Percent
Did not meet goal	5	17
Met goal	19	63
Exceeded goal	6	20

# SUMMATIVE EVALUATIONS

Summative reports will be completed each year for all non-tenured teachers.

Administrators will make decisions about performance based on observations, goal setting & achievement, Teacher Self-Reflection, and other relevant resources.

Summative reports will utilize rating scale with “numbers” on a rating scale from 1-5.

The results of the summative report will be discussed with the teacher at a summative evaluation conference.

# Summative Report – How Scored?

Teachers will be rated with a Ratings Scale from 1-5 for each indicator.

## Summative Report – Rating Scale

- 5 Exemplary level of performance
- 4 Exceeds the proficient level of performance
- 3 Proficient level of performance
- 2 This area needs improvement
- 1 Performance is unacceptable
- N/A Not Observed

# How Summative Report is Scored?

## Sample of Performance Standard 2

### Performance Standard 2: Instructional Planning

2. The ratings from the indicators will be averaged to obtain a score for each Performance Standard.

*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.*

1. A rating from 1-5 will be given for each indicator. See previous slide for a description of each rating.

- 2.1 Uses 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 goals and adapts plans when needed.

Exemplary (4.5-5)	Exceeds Expectations (4-4.4)	Proficient <i>Proficient is the expected level of performance.</i> (3.0-3.9)	Developing/Needs Improvement (2.0-2.9)	Unacceptable (1-1.9)
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.	In addition to meeting the standard, the teacher plans an assortment of activities that promotes and challenges students to learn based on their various ability levels.	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.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

Each of the seven performance standards will be rated.

3. This chart is a Performance Rubric. Each standard will have a rubric. This tells the meaning of the Performance Standard score at the top.

# Summative Report

## Single Summative Evaluation Rating

In addition to receiving an averaged rating for each of the seven Performance Standards, teachers will receive a single overall (summative) evaluation rating at the end of the Summative Report.

The single summative evaluation rating will be a weighted percentage of each Performance Standard. Please see chart.

The single summative evaluation rating reflects an overall evaluation rating for the employee.

Teacher Performance Standard	Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1		10%	
Standard 2		10%	
Standard 3		10%	
Standard 4		10%	
Standard 5		10%	
Standard 6		10%	
Standard 7		40%	
		Summative Rating (sum of weighted contributions)	

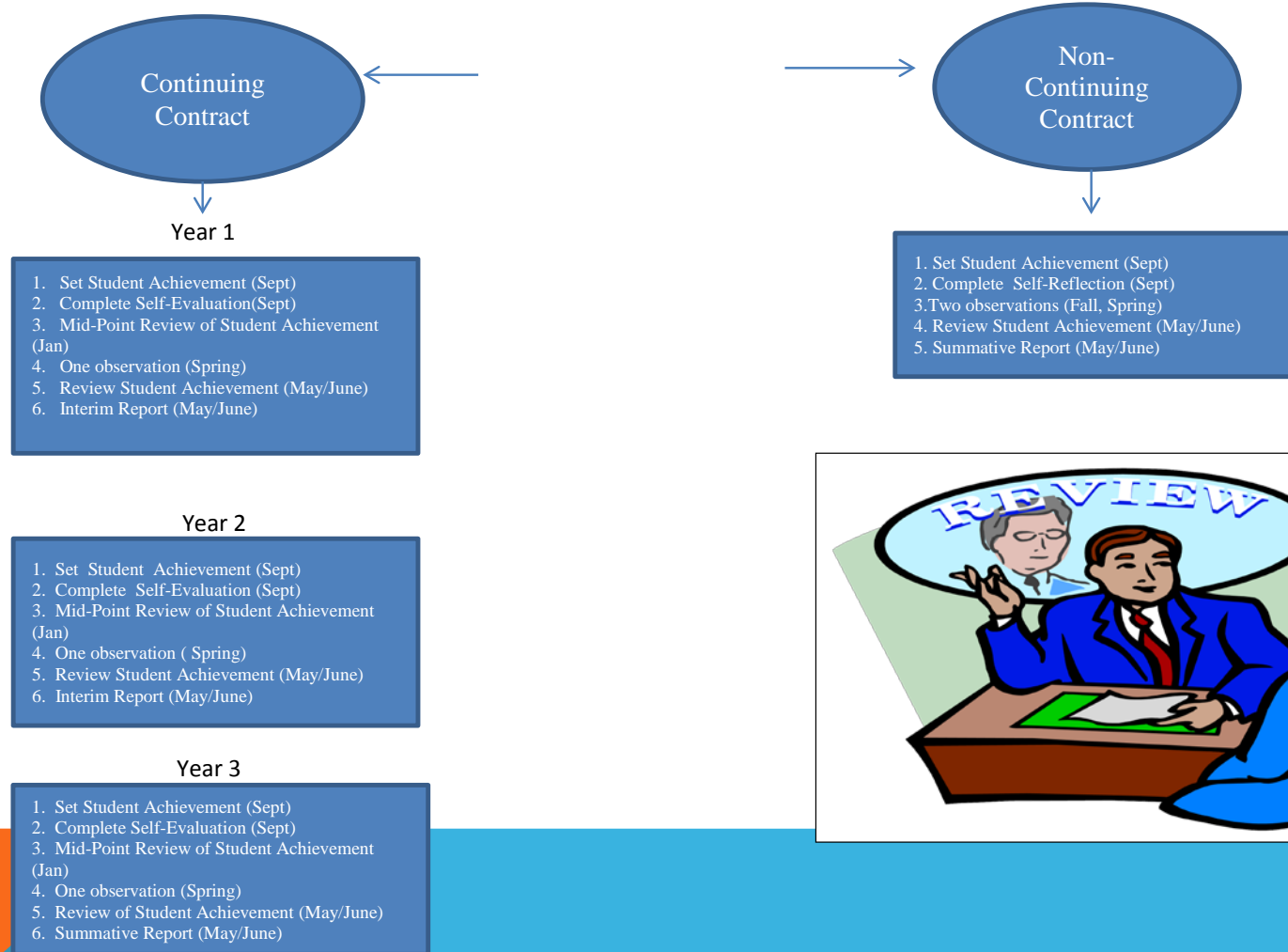
# Summative Report

## Overall Evaluation Rating – What Does the Overall Score Mean?

The teacher's overall summative rating (weighted average from previous slide) will place them on a continuum from a 1-5. To determine the overall rating of the teacher, the following rating scale will be used:

<b>Exemplary</b> (4.5-5)	<b>Exceeds Expectations</b> (4-4.4)	<b>Proficient</b> <i>Proficient is the expected level of performance.</i> (3.0-3.9)	<b>Developing/Needs Improvement</b> (2.0-2.9)	<b>Unacceptable</b> (1-1.9)
-----------------------------	--	---	--	--------------------------------

# PROCESS



Evaluations
Schools
Departments
Central Office
Human Resources
Special Education
Technology
Curriculum and Instruction
Nutrition
Assessment Data
Strategic Planning
Policies & Procedures
School Psychologist
School Board
Cafe Menu
Calendars
Demographics
<b>Resources For</b>
Parents
Students
Community
Staff
<b>Web Access</b>
Techsys
Web Mail
Parent Portal
Power Teacher

This teacher evaluation system was developed in response to the updated Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers which was approved by the Virginia Board of Education on April 28, 2011. These guidelines require all school divisions in the state to comply by July 1, 2012.

The major difference in the current state guidelines from the previous document deals with the role student achievement must play in the teacher evaluation system. Since 2000, state law has mandated that teacher evaluation systems adopted by local school boards include student achievement as a measure of teacher effectiveness. The new guidelines now recommend that student achievement be a predominant factor in teacher evaluations.

### Resources

[Scott County Schools Teacher Evaluation Manual](#)

[PowerPoint on Goal Setting-](#) PowerPoint was developed by our [Train the Trainers](#)

Link to DOE:  
[http://www.doe.virginia.gov/teaching/performance\\_evaluation/index](http://www.doe.virginia.gov/teaching/performance_evaluation/index)

### Training


In an effort to provide training to our teachers, Scott County Schools will provide the following trainings on the new Evaluation Model:

**Independent Training:** Teachers are encouraged to review the following PowerPoints on the new Evaluation Model. You will need to have a copy of the Evaluation Manual as you review each PowerPoint. A teacher can be awarded staff development for reviewing the PowerPoint.

Click on the title to open the training:

- [Evaluation Training Tenured Teachers](#)
- [Evaluation Training Non Tenured Teachers](#)
- [Developing Student Achievement Goals](#)

**In-service Training-** Teachers will be provided training by our certified trainers during Pre-Service, Jason Smith will hold regional training (see schedule below), and building principals will continuously work with their staffs also.



Scott County Public Schools  
 340 East Jackson Street  
 Gate City, VA 24251  
[Click Here For Directions](#)

Email: [scott.schools@scott.k12.va.us](mailto:scott.schools@scott.k12.va.us)

Phone: (276) 386-6118  
 Fax: (276) 386-2684

August 28, 2012