



Understanding the WV Teacher Evaluation System

A guide for teachers from AFT-West-Virginia, AFL-CIO

History and Overview

Did you know?

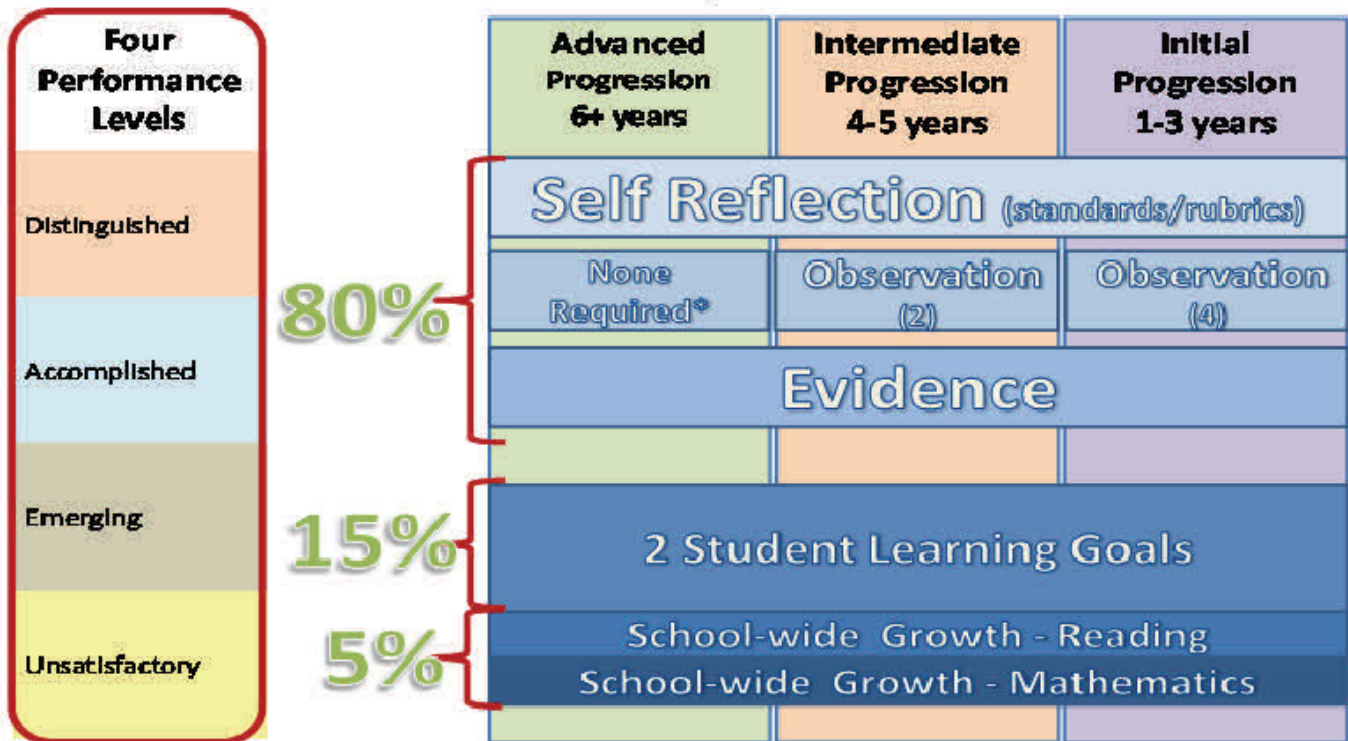
- Numerous AFT-WV activists were part of the WVDE evaluation task force.
- AFT-WV activists on the task force represented seven county school systems and included 2 representatives from AFT on the state level, making for a broad mix of input and experiences.

Effective teachers create a positive, safe and engaging learning environment for all students in West Virginia. The Educator Evaluation System is a research-based system that identifies effective performance and recognizes the remarkable contributions teachers make in our schools each and every day.

In 2009, the WVDE developed a task force to create a comprehensive, equitable evaluation system based on the Professional Teaching Standards adopted by the West Virginia Board of Education. The Educator Evaluation System for Teachers is designed to clearly articulate, measure, reward, and develop effective educators.

Teachers, staff and state leaders from AFT-WV were involved in all aspects of developing the current system piloted in over 130 schools across West Virginia this year. Based on WV Code 18A-3C-2, teachers will be evaluated on the seven West Virginia Professional Teaching Standards.

Evaluation System for Teachers



WV Professional Teaching Standards

The educator evaluation system aligns with the West Virginia Professional Teaching Standards which are the foundation for educator preparation, teacher assessment, and professional development. Standards one through five define what teachers must know and be able to do. Standards six and seven include two professional standards that evaluate outcomes and other essential aspects of professional teaching.

Standard 1—*Curriculum Planning*

Standard 2—*The Learner and the Learning and the Learning Environment*

Standard 3—*Teaching*

Standard 4—*Professional Responsibilities for Self-Renewal*

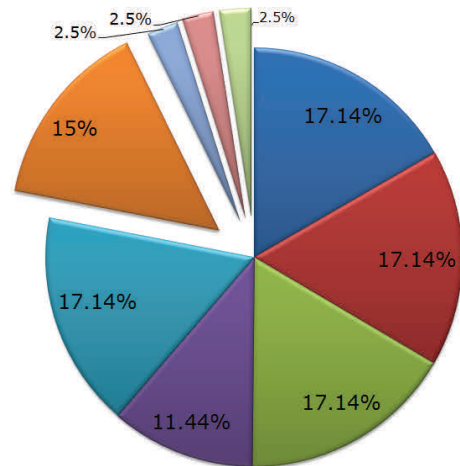
Standard 5—*Professional Responsibilities for School and Community*

Standard 6—*Student Learning*

Standard 7—*Professional Conduct*

Evaluation

- 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 Learning Goals
- Student Learning Goals - Reading
- Student Learning Goals - Math
- Standardized School Growth Scores



Evaluation 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 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 intital progression
March 1st—May 1st	Evaluators complete the final observation on intital and intermediate progressions Educators submit evidence for students learning goals
May 1st—June 1st	Convene year end conference and complete summative performance rating
September	Evaluation complete for the previous year

Educator Progressions

All teachers, including classroom teachers and specialists, are assigned to one of three progressions at the beginning of each evaluated year.

Determination of Progression:

West Virginia Educators

Progressions will be determined by number of service years.

Returning West Virginia Educators

Educators who began their careers in West Virginia and return to the classroom after three or more years will be placed on the initial progression, but will be placed at the appropriate progression (based on years of service) the following year.

Out-of-State Educators

Educators from other states will be placed on the initial progression for three years, but evaluators may advance an effective teacher to the appropriate progression (based on years of service) after the first year.

Initial

Years 0-3

Goal Setting

Self-Reflection

Evidence and Feedback

Four Observations

- Not less than 30 min. each
- Two scheduled
- One scheduled in fall and one in Spring

Intermediate

Years 4-5

Goal Setting

Self-Reflection

Evidence and Feedback

Two Observations

- Not less than 30 min. each
- One scheduled
- One in fall and one in spring

Advanced

Years 6 +

Goal Setting

Self-Reflection

Self-rating at the distinguished level requires evidence

Evidence and Feedback

Observations by request on discretion of principal

Performance Levels

The educator evaluation system recognizes four distinct levels of performance to describe teacher effectiveness. Rubrics guide the determination of specific performance levels. A specific rating may fluctuate from one year to another in an instance of changing grade level, content area, or similar circumstances.

Educators provide evidence to support the determination of performance level rating for the five professional teaching standards. Evaluators will not use checklists to determine ratings.

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.

Plans for Support and Improvement

As part of a comprehensive system of support, the evaluation system provides educators with methods and plans to address areas of concern. All plans should be based on trust, support and professional growth necessary for successful implementation. Both the focused support plan and the corrective action plan recognize that time, resources and collaboration with other educators are essential to success.

Focus Support Plans

are designed to be a proactive, preventative measure to support individual improvement and professional growth.

A Focused Support Plan may be implemented under two circumstances:

- After a purposeful conversation when there is documented evidence indicating an area of concern
- Concern involving student learning goals when in conjunction with one or more of the five performance standards

Essential Components:

- Identified area of concern*
- Expectation for change*
- 9 week timeline*
- Resources for support*
- Signatures*

Focused Plan of Support timeline:

- Review evidence after nine weeks and if the standard has been met, the plan is complete
- If adequate progress has been made but the standard has not been met, the plan may be extended for an additional nine weeks.
- If adequate progress has not been made after 18 weeks, an evaluation will be completed and a corrective action plan will begin.

“I am extremely proud of AFT-WV’s involvement in the development of the new Teacher Evaluation System. This process has been a true collaboration of all educational stakeholders; teachers, administrators, legislative representatives, union leaders and WVDE staff. I believe this is an objective, comprehensive system that ensures a partnership between teachers and evaluators, which is very different from the previous system. West Virginia finally has embedded systems of support within an evaluation that promotes effective teaching and professional growth with less emphasis on standardized testing and more emphasis on the whole child because we don’t teach tests, we teach children.

-Christine Campbell

President-Elect, AFT-WV and Evaluation Task Force Member

Additional Resources

For more information on the WV Teacher Evaluation System, visit AFT-WV’s resource page at www.aftwv.org.

Or access it directly by using your smart phone to scan the code.



Corrective Action Plans

are designed to offer additional support but may not be repeated and evidence of adequate progress must be demonstrated by the time allotted.

Corrective Action Plans may be implemented under three circumstances:

- Inadequate progress on a Focused Support Plan
- Unsatisfactory performance on one or more of the five performance standards on a completed evaluation
- Unsatisfactory performance involving student learning goals, but only in conjunction with one or more of the five performance standards

Essential Components

- Identified unsatisfactory performance with reference to the standard(s)*
- Expectation for change*
- Timeline*
- Resources for support*
- Signatures*

Corrective Action Plan Timeline:

- 18 weeks of support from various resources
- If evidence does not demonstrate adequate progress at the conclusion of the 18 weeks, termination for unsatisfactory performance shall ensue.

NOTE: Certain instances of misconduct (WV Code 18A-2-8) may require immediate action and/or a corrective action plan.