



# Understanding the WV Teacher Evaluation System

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

## Purpose and Overview

### Significant 2014-2015 Revisions

- All educators will complete the Roster Verification process each school year.
- School-wide Growth (5%) — Educators in Career and Technical Education and Pre-K-3 settings will receive an evaluation score based on state summative assessment results.
- A Teacher of Record definition has been added to Policy 5310.
- Timelines have been revised for convening the year-end conference and completing the summative performance rating.

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. It establishes the process for the evaluation of professional educators in the state and ensures the evaluation process is applied uniformly statewide.

WVDE Policy 5310 identifies five major purposes for the evaluation system:

1. To promote professional growth and development that advances student learning in schools;
2. To define and promote high standards for professional personnel and their performance;
3. To provide data that indicates the effectiveness of professional personnel as one basis for sound personnel decisions;
4. To provide data for educator preparation programs to identify areas of need and

guide program improvement; and

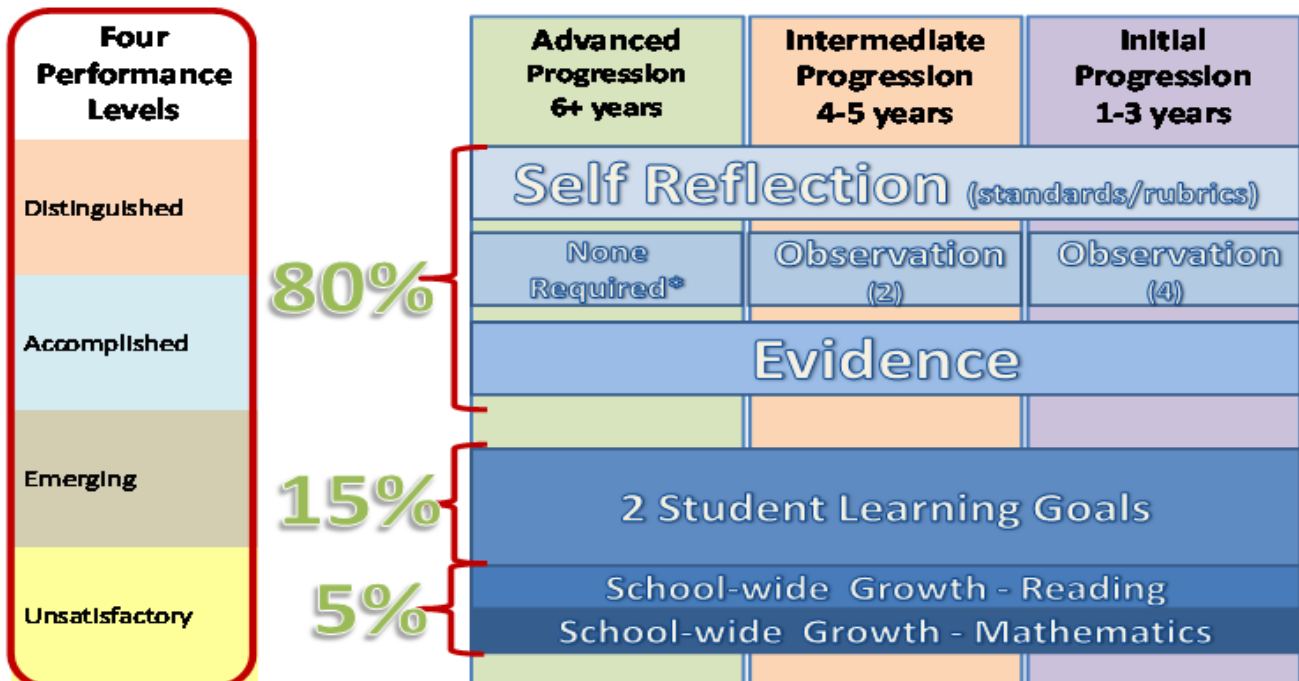
5. To establish county and school evaluation data that serve as a basis for professional development that specifically targets the area(s) identified for professional growth.

Eighty percent of the evaluation is based on the educator's ability to perform standards.

For now, all educators will continue to develop two student learning goals and 15% of their evaluation will be based upon student growth as measured by these goals.

School-wide growth will continue to be 5% of an educator's evaluation; however, CTE educators' score will be based upon the state summative assessment results of the students they serve, while PreK-3 educators' scores will be linked to the students at the 4th grade recipient school, specifically derived from the growth data connected only to students they have served. PreK-3 and CTE educators will be linked to students using the Roster Verification.

## Evaluation System for Teachers



## Roster Verification & Teacher of Record

The Roster Verification will be used to accurately link teachers to students for data quality, educator evaluation, and student growth purposes. The process is to be completed once per school year by all teachers, including co-teachers, CTE and OIEP educators, special ed teachers, librarians and counselors who provide instruction and assign grades. As a matter of “best practice,” the WVDE recommends all permanent/long-term substitutes also complete the process. Assistant teachers, paraprofessionals, student teachers, or short-term substitutes are not included.

Teachers shall complete the roster verification process each year by reviewing and editing rosters populated from WVDE data systems. The completed roster verification shall be approved by a school-level administrator.

Teachers will verify instructional attribution by confirming: 1) the list of students in a class roster, 2) student membership in the class by month, and 3) the percentage of instruction for which they were responsible for the given course; i.e., indicate whether you were fully

responsible for the instruction, shared the instructional responsibility with another teacher, or played no role in the instruction.










For both the class roster verification process and the educator evaluation system, teachers are classified as Assigned Educator, Contributing Professional, and/or Teacher of Record. The Teacher of Record is typically a classroom teacher, but may also include a counselor or librarian who is assigned direct instructional duties on a school’s master schedule. Depending on the specific role they fulfill within a school, educators may be classified as follows:

**Teacher of Record**—classroom teacher, counselor, librarian/media specialist

**Assigned Educator**—facilitator/monitor for computer-based course work, Title 1 educator, ESL educator, counselor, librarian/media specialist

**Contributing Professional**—academic coach, literacy coach, remedial/intervention specialist, speech language pathologist, occupational therapist, Title 1 educator, ESL educator

## 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 1

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

### Beginning of year—November 1

Evaluators complete first observations for those on initial and intermediate progressions

Educators submit learning goals

### November 1 - January 1

Evaluators complete second observation for those on initial progression

### January 1 - March 1

Evaluators complete third observation for those on initial progression

### Prior to Last Day for Teachers but not later than June 15

Convene year-end conference and complete summative performance rating

### When school-wide data is complete

Educator receives notice and accepts performance rating for previous year

## Student Learning Goals

Student learning goals shall be related to improving students’ academic achievement. The determination of the goals shall be based on the identified needs of the students.

As per WVDE on October 29, 2014...

“Learning goals should not be written by the principal. Teachers can work together on goals with the support of their administrators but the administrator should not be writing the goals. It is appropriate for the administrator to review the goals and provide feedback for revisions.”

## Educator Progressions

All teachers, including classroom teachers and specialists, are assigned to one of three progressions at the beginning of each evaluated year. The progression level is assigned based upon the number of years the educator has as a full-time classroom teacher on a continuing employment contract. The position of school counselor is not considered a progression, but the position is assigned within the progressions component of the Online Educator Evaluation System.

### West Virginia Educators

Progressions will be determined by number of service years. For evaluation purposes, newly em-

ployed full-time teachers are assigned as having one year.

### 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 experience the following year provided they received an evaluation rating of accomplished or higher.

### 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 (rating of accomplished or higher) to the appropriate progression based on years of experience after the first year.

Professional Development and support, as part of induction, are required for educators on the Initial Progression whose performance is evaluated as emerging on a single element. In the Intermediate and Advanced Progressions, emerging performance is addressed at the school and district level. Professional development should be available to any educator who seeks to improve.

## Initial

Years 1-3

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

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

Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.

### Emerging

Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.

### Unsatisfactory

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 commence only after a purposeful conversation between the educator and the evaluator, when there is documented evidence indicating an area of concern based on one or more of the performance standards, and after a minimum of one observation is complete for the educator.

### Essential Components:

*Identified area of concern with reference to the standards to be addressed*

*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.

**Corrective Action Plans** are designed to offer additional support. At least one observation must be completed for the educator prior to the beginning of a Corrective Action Plan. A Corrective Action Plan may not be repeated; the educator must successfully complete the plan or risk termination.

### Reasons for Corrective Action Plan:

- Inadequate progress on a Focused Support Plan, and unsatisfactory performance based on one or more of the of the five performance standards on a completed evaluation
- Certain instances of misconduct may require immediate action and/or a Corrective Action Plan (see WV Code §18A-2-8)
- Unsatisfactory performance involving student learning goals, but only in conjunction with one or more of the five performance standards

*Please note - Unsatisfactory performance related to a single element cannot initiate a Corrective Action Plan. Unsatisfactory performance related to a single element is addressed through quality sustained job-embedded professional development and support*

### Essential Components:

*Identified area of unsatisfactory performance with reference to the standard(s)*

*Expectation for change*

*18-week timeline*

*Resources for support, including referral to other educators*



## Evidence

Evidence can be as simple as a date and name of an event if such data provides information on a particular professional standard. It can also be any type of description of a teaching activity, that informs the evaluator about a particular standard. Educators who do not submit evidence to the online evaluation system are not eligible to receive a Distinguished rating.

There are three instances in which the submission of evidence is required:

- When an educator rates him/herself as Distinguished on any of the standard elements within the self-reflection component of the evaluation.
- When an evaluator's opinion differs on a rating submitted by an educator on a self-reflection.
- When an evaluator rates an educator as unsatisfactory on any element within the professional standards.

**For more information on the WV Teacher Evaluation System, visit [AFT-WV's resource page at www.aftwv.org](http://www.aftwv.org) or call your AFT representative at 1-800-222-9838 to schedule a faculty senate presentation at your school.**

*NOTE: WV Code 18A-2-8 includes provisions for addressing immorality, incompetency, cruelty, insubordination, intemperance, willful neglect of duty, the conviction of a felony or a guilty plea or a plea of nolo contendere to a felony charge.*

