

Comprehensive Educator Effectiveness: New Guidance and Models

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Virginia Department of Education



Background:

Uniform Performance Standards

- In response to the *1999 Education Accountability and Quality Enhancement Act (HB2710 and SB1145)* approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000.

Background: Standards for the Professional Practice of Teachers

- On May 21, 2008, *The Virginia Standards for the Professional Practice of Teachers* were approved by the Board of Education.
- These standards were established as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

Background: Virginia's Leadership Agenda

- On November 20, 2008, the Board of Education approved the document, *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement.*

Background: *Code of Virginia*

- § 22.1-253.13:5 Standard 5. Quality of classroom instruction and educational leadership.
 - ...B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the **Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents....**

Background: *Code of Virginia*

- § 22.1-295. Employment of teachers.
...C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge....

Board Approval

- On April 28, 2011, the Board of Education approved the revised guidance documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*, to become effective on July 1, 2012; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2012.

EVALUATION WORK GROUP

PHASE I: Teacher Evaluation

**PHASE II: Teacher Evaluation Pilots
Principal Evaluation**

Teacher Evaluation Work Group Established (Phase I-Teacher Evaluation)

- Department of Education Staff Members
 - Project Coordinator: Dr. James Lanham, Director of Teacher Licensure and School Leadership
- Representatives:
(Teachers, Principals, Superintendents, and Associations)
 - Virginia Association of Elementary School Principals
 - Virginia Association of Secondary School Principals
 - Virginia Association of School Superintendents
 - Virginia Education Association
 - Virginia School Boards Association
 - School Division Human Resources
 - Higher Education
 - Virginia Parent Teacher Association
- Expert Consultants

Phase I: Teacher Evaluation Work Group

- Compiled and synthesized current research on comprehensive teacher evaluation.
- Examined selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation as well as differentiated and performance-based compensation.

Phase I: Teacher Evaluation Work Group

- Examined existing state laws, policies, and procedures relating to teacher evaluation.
- Reviewed selected teacher evaluation systems currently in use across Virginia.
- Developed and recommended policy revisions related to teacher evaluation as appropriate.

Phase I: Teacher Evaluation Work Group

- Examined the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia.
- Developed models of evaluation that include measures of student growth.

Phase I: Teacher Evaluation Work Group

- Examined the use of teacher evaluation as a component of performance-based compensation both in Virginia and nationally.
- Examined the use of teacher evaluation to inform the equitable distribution of teachers and improve professional development.

Guidance Documents

- The work group completed a comprehensive study of teacher evaluation systems and recommended the revised guidance documents to the Board of Education.
- On April 28, 2011, the Board of Education approved the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and revised *Virginia Standards for the Professional Practice of Teachers*.

Guidance Documents

- Evaluation models may be used as presented or used as the basis for school division system development. Divisions have until July 1, 2012, to incorporate the new performance standards into teacher evaluations.
- Phase I focused on teacher evaluation; the 2000 *Guidelines* relating to principals and superintendents will remain in effect until those sections are revised in the future.

Guidance Documents

- The research base for the revised performance standards for teachers was developed as part of Phase I, and is available as a resource to school divisions.
- In addition, an informational document on comprehensive pay systems was developed and will be provided later this summer.

Guidance Documents

- Differentiated compensation or performance pay models may be linked to the evaluation models.
- The decision to employ differentiated compensation or performance pay models is a local decision.
- Divisions who plan to explore new pay models are strongly encouraged to involve all stakeholders in all phases of the development and implementation process.

Virginia Standards for the Professional Practice of Teachers

- The document, *Virginia Standards for the Professional Practice of Teachers*, provides:
 - assistance with the induction of new teachers as well as guidance for career teachers who want to improve their professional practice.
 - standards for all teachers as well as content-specific standards.
 - both an inquiry and exemplar format to encourage teacher reflection and analysis.

Performance Standards

- The performance standards address:
 - professional knowledge,
 - instructional planning,
 - instructional delivery,
 - assessment of and for learning,
 - learning environment,
 - professionalism, and
 - student academic progress.

Performance Standards

- For each standard, several performance indicators are provided.
- Performance indicators are generic and may need to be adjusted for specific personnel including librarians and counselors.
- The performance indicators are not meant to be a checklist, but rather examples of the type of information included in the standard.
- All ratings are at the standard level rather than the indicator level.

Teacher Evaluation – Student Academic Progress

- The documents recommended by the Work Group include student academic progress as a significant component of performance evaluations.
- Student academic progress is recommended to account for a significant component of the evaluation (at least 40 percent of the evaluation). Multiple measures of student academic progress must be used in making decisions about an individual teacher's performance evaluation.

Teacher Ratings

- **Exemplary** - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.
- **Proficient** - The teacher meets the standard in a manner that is consistent with the school's mission and goals.

Teacher Ratings

- **Needs Improvement** - The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.
- **Unacceptable** - The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.

Phase II: Teacher Evaluation Pilots and Administrator Evaluation

- Select pilot sites and conduct field testing of the teacher evaluation and performance-based compensation models.
- Provide technical support to school divisions involved in field testing new models.
- Develop training and implementation documents to be available for all interested school divisions as well as selected pilot sites.

Phase II: Teacher Evaluation Pilots and Administrator Evaluation

- Revise:
 - uniform performance standards and evaluation criteria for **administrators** and
 - standards and indicators for the evaluation of **school leaders**
- Develop evaluation and differentiated compensation models for administrators.
- Conduct a comprehensive evaluation of the field tests at the conclusion of the 2011-2012 school year.

Performance Pay Pilots Implementing the Standards and Evaluation Model

Pilot Projects

- During the 2011-2012 school year, two pilot projects will be conducted across the Commonwealth.
- Pilot schools must implement a comprehensive teacher evaluation system for making decisions about teacher performance that is:
 - aligned with revised the standards and indicators and
 - tied to the teacher evaluation model.

Pilot Projects

VPPI in Hard-to-Staff Schools Competitive Grant

- The Department of Education is seeking proposals from eligible school divisions with schools identified as hard-to-staff for the 2010-2011 school year to support pilot models for awarding performance pay incentives to teachers for the 2011-12 school year.
- Governor Robert F. McDonnell and the General Assembly budgeted \$3 million in state funds for the Virginia Performance Pay Incentives (VPPI) initiative in fiscal year 2012.

Pilot Projects

VPPI in Hard-to-Staff Schools Competitive Grant

- A goal is to have school divisions participate in each of the eight superintendents' regions.
- Applications are due June 15, 2011. For detailed information on the VPPI Initiative and the application, refer to Superintendent's Memo No. 113-11.

Pilot Projects

Title I School Improvement Pilot

- The \$3 million in state funds will complement federal Title I School Improvement Grant Funds that will support a second performance pay pilot in low-performing schools.
- Training materials for school divisions will be developed for the pilot available statewide.

REPORTING REQUIREMENTS

State Fiscal Stabilization Fund Grant

Reporting Related to Evaluation of Teachers Required by the State Fiscal Stabilization Fund Grant

- Reports will include for each local education agency (LEA):
 - A description of the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding:
 - teacher development,
 - compensation,
 - promotion,
 - retention, and
 - removal.

Reporting Related to Evaluation of Teachers Required by the State Fiscal Stabilization Fund Grant

- Whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
- The number and percentage (including numerator and denominator) of teachers rated at each performance rating or level for those teachers receiving performance ratings or levels through an evaluation system.

Reporting Related to Evaluation of Teachers Required by the State Fiscal Stabilization Fund Grant

- Whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the division.

Reporting Related to Evaluation of Principals Required by the State Fiscal Stabilization Fund Grant

- Reports will include for each local education agency (LEA):
 - Describe the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding:
 - principal development,
 - compensation,
 - promotion,
 - retention, and
 - removal.

Reporting Related to Evaluation of Principals Required by the State Fiscal Stabilization Fund Grant

- Whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
- The number and percentage (including numerator and denominator) of principals rated at each performance rating or level for those principals who receiving performance ratings or levels through an evaluation system.

Other topics for discussion:

- Master Schedule Data Collection
- Changes in IPAL Collection
- SCED Codes
- Testing changes
 - Art
 - Technology Education
 - Braille
 - Reading for Virginia Educators

Other topics for discussion:

- Civics requirement for renewal
- Processing this summer
- National Board Application Process
- Tentative Summer Meetings
 - July 18 for new hires
 - August 1 for all HR and Licensure Staff
 - Will be confirmed by the end of the month
- Review with existing staff
 - Renewal activity approval
 - How to add endorsements

Contact Information

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