

Teacher Performance Evaluation System: An Overview for School Administrators

Richmond Public Schools
Overview for teachers and administrators



Desired Outcome

Participants will become familiar with the RPS
Teacher Performance Evaluation System



Pre-Assessment

Question

1. Who is on summative evaluation?
2. Minimally, how many times will every teacher be formally observed?
3. Name the four rating levels
4. What do the letters stand for in SMART?
5. What determines the teachers summative rating?

Answer

1. All certificated personnel.
2. Once
3. Unacceptable; Dev/Needs improvement; Proficient; Exemplary
4. Specific; Measurable; Attainable; Relevant; Time-Bound
5. The sum of scores earned for each of the seven standards

Nuts and Bolts of the Teacher Evaluation Process

- Seven standards
- Standard 7 is Student Academic Progress
- Matrices are used to rate the teacher
- Four rating levels
- SMART Goals matter



Nuts and Bolts of the Teacher Evaluation Process (cont'd.)

- Observations – representative sampling of performance
- Goal Setting for Student Progress form
- Documentation Log
- Other Relevant Data



Why do we Evaluate?

The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

(Quote from RPS Teacher Performance Evaluation Handbook, Dr. James H. Stronge, August 2012)

Teacher Standards

Standard 1: Professional Knowledge

Standard 2: Instructional Planning

Standard 3: Instructional Delivery

Standard 4: Assessment of and for Student Learning

Standard 5: Learning Environment

Standard 6: Professionalism

Standard 7: Student Academic Progress





Teacher Performance Standards

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

2. Instructional Planning

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.

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.



Main Components: Standards and Indicators Example

- **Standard 6 Sample Performance Indicators**
- *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*
- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
 - Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Main Components: Matrix Example

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

Timeline	Activity for Professional Improvement	Task or Document
	<p>This document is for internal use only to provide a rigorous timeline to ensure we meet all deadlines in the evaluation process. These guidelines, dates, or actions do not supersede Virginia Law or School Board Policy.</p>	
By October 15	<ul style="list-style-type: none"> Establish agreed upon student progress goal (For your teachers, please do not use SOL measures for SMART goals as that is not appropriate). Make a copy of the signed document and let the teacher keep the original (they will need it at the midyear). 	Goal Setting for Student Progress Form
Before the end of the 1 st Quarter	<ul style="list-style-type: none"> First Formal Observation of all probationary teachers must be completed and documented. Provide objective and actionable feedback. 	Observation Form
Before the end of the 1 st Semester	<ul style="list-style-type: none"> Second Formal Observation of all probationary teachers and Formal observation of all continuing contract teachers must be completed and documented. If a performance improvement plan (PIP) is needed as a result of accumulated documentation, create and implement the PIP at this time (if you have not already done so) in order to provide enough time for the improvement process. Any placement of a teacher on a PIP must be reviewed and approved by the assistant superintendent. Once the plan is approved, the assistant superintendent will then submit the documentation to the Department of Human Resources. 	<p>Observation Form</p> <p>Performance Improvement Plan Template (if required)</p>
Before end of the 1 st Semester	<ul style="list-style-type: none"> Summary of Student Survey Feedback (all probationary and continuing contract teachers) should be received. This survey instrument is included in the TPES Handbook and you are not entitled to the results of the survey, only the summary of results. 	Student Surveys and Student Survey Summary Form
By February 15	<ul style="list-style-type: none"> Conduct mid-year review conference for all teachers using the Interim Performance Report form. Focus on facts and objective data: nothing subjective. Conduct mid-year review of student progress goal (all probationary and continuing contract teachers) and sign off on the appropriate form (this should be the same form from the goal setting conference in the fall). Make a copy of the midyear and allow the teacher to keep the original. Note: if you are considering placing a teacher on an improvement plan at this time or a later date this academic year, you should not expect the outcome of that PIP to impact a recommendation for non-renewal for this academic year. 	<p>Goal Setting for Student Progress Form</p> <p>Teacher Documentation Log</p> <p>Interim Performance Report</p>
By March 15	<ul style="list-style-type: none"> Third and final required Formal Observation of probationary teachers should be completed and documented. Decisions should be made about proceeding with a recommendation for non-renewal at this time. If you have not already done so, reach out to your assistant superintendent to review documentation. 	Observation Form
By April 15	<ul style="list-style-type: none"> Notification of recommendation of non-renewal is due to Human Resources from the assistant superintendent(s). Teacher(s) is (are) notified by the principal of the recommendation for non-renewal. Note: recommendations for non-renewal after this date would only proceed due to substantive infractions of employment. 	
By May 15	<ul style="list-style-type: none"> Submission of end-of-year review of student progress goal: goal conference final meeting. (this should be the same form from the goal setting conference in the fall and the mid-year review of the goal). Make a copy of the midyear and allow the teacher to keep the original. Review documentation log and all teacher provided evidence Exit any PIP(s) 	<p>Goal Setting for Student Progress Form</p> <p>Teacher Documentation Log</p>
End of Year Review: by June 15	<ul style="list-style-type: none"> End of year evaluation (all probationary and continuing contract teachers) complete. Be sure to use the rubric and properly add up the points determining the final evaluation rating. 	Teacher Performance Report
By June 30	<ul style="list-style-type: none"> Submission of all Teacher Performance Reports to Human Resources 	Teacher Performance Report

Critical to Success:

- Teachers and administrators review the standards, key elements, and matrices
- Set and maintain clear expectations
- Adhere to all timelines and procedures as outlined in the TPES Handbook
- Provide clear feedback and document



What are some possible data sources that you could use for the different standards?





Data Sources

Observations

- Formal
- Informal
- Walkthrough

Formal Observations...

Probationary

- First formal must have pre-conference (use form)
- Must be observed at least 3x: 2x in first semester; last prior to 3/15
- Minimum of thirty minutes
- Post conference within 5 business days with written feedback
- Use the Formal Classroom Observation Form

Continuing Contract

- First formal must have pre-conference (use form)
- Must be observed at least 1x prior to 3/15
- Minimum of thirty minutes
- Post conference within 5 business days with written feedback
- Use the Formal Classroom Observation Form

Informal Observations...

- Intended for more frequent and specific information on both instructional and non-instructional routines throughout the cycle
- Short classroom visits, faculty meetings, professional development
- Focused on specific and factual descriptions of performance
- Feedback must be provided – verbally or written (written is what matters)

Walkthrough Observations...

- Brief (up to fifteen minutes) visits to classrooms
- Ideal for focused observations to monitor what is expected
- Written and specific feedback

Data Sources

Documentation Log	<ul style="list-style-type: none">• One to three artifacts per Standard• Required for all teachers• You can require items• Must be reviewed at least once, may be electronic, owned by teacher
Student Opinion Surveys	<ul style="list-style-type: none">• Recommended for teachers in grades 1-12; summary only in documentation log• Survey samples are included in Evaluation manual
Goal Setting for Student Progress	<ul style="list-style-type: none">• SMART Goal• Reviewed at Midyear and End-of-Year

What Makes Goals SMART?

- Specific
- Measureable
- Attainable
- Relevant
- Time-bound



Goal Setting for Student Progress

- ARDT, MAP, PALS....
- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and ultimately
- increase student achievement!

Teacher Improvement...

- Evaluation is for improvement. Always.
- Evidence must always be tied to a standard: be purposeful, specific, and objective
- Set clear expectations and follow up accordingly
- Our students' learning – our students' future – is dependent on high quality teachers

“An assistant principal may evaluate teachers; however, the principal has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school.”

- RPS TPES Handbook

p. 26





Two Options to formalize teacher improvement...

- Support Dialogue
- Performance Improvement Plan



....and finally

- Use appropriate/approved RPS forms/documents
- Follow/meet/exceed established timelines
- Communicate frequently with Human Resources and your Assistant Superintendent
- Review evaluation information carefully with your teachers and all certificated personnel