Educator Evaluation
RESA Training Sessions
Summer 2013
Historical Perspective

2009 Standards Adopted

2010 Evaluation Task Forces

2011-12 Revised System Piloted

2012-13 Pilot expands to 136 Demonstration Schools

2013-14 Statewide Implementation
**A Shared Vocabulary**

**Educator Evaluation**

- Description of professional practice that provides explicit and extensive details of what educators should know and be able to do. Standards are used to evaluate the performance of the educator. Performance level ratings are assigned for each standard.

**Student Learning**

- A long-term description of what students should know, understand and be able to do. Valid evidence of student learning is directly connected to the standards.

**Next Generation Standards**

- Student performances which reveal the application of knowledge and skills within authentic contexts designed to assess growth towards the standards.

**Standards**

- A collection of materials or data assembled and selected by educators to support the performance level rating for the professional standards.

**Evidence**

- Growth of an educator’s students, defined by a predetermined student learning goal(s) demonstrated through multiple measures.

**Growth**

- Student progression towards the grade-level standard(s).
Meeting Objectives

• Participants will understand and be able to implement all components of the new evaluation framework.

• School leadership teams will plan how to support their colleagues in understanding and implementing the components of the new evaluation framework at their schools.
Overview of Agenda

• Hour 1: Overview and Self Reflection
• Hour 2: Goal Setting
• Hour 3: Evidence and Plans for Continuous Improvement
• Hour 4: Summative Evaluation

Leadership Team Planning
Resources & Tools

http://wvde.state.wv.us/evalwv
Resources

Online Educator Evaluation System - Demonstration Area
WVEIS on the Web Evaluation Tool Instructions

Leadership Team Resources

Training Materials:

Educator Evaluation Graphic Organizer
Is the Goal S.M.A.R.T.? 
New Years Resolution
Plans Chart
WV Got Talent
Leadership Team Planning Worksheet
Resources & Tools

• [http://wvde.state.wv.us/evalwv](http://wvde.state.wv.us/evalwv)

• Graphic Organizer for Notes
What? When? Why?
VISION: West Virginia will have a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness to increase student learning.
VISION: _________ school will have a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness to increase student learning.
Evaluation System for Teachers

Four Performance Levels

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

Evaluation System for Teachers

<table>
<thead>
<tr>
<th>Advanced Progression 6+ years</th>
<th>Intermediate Progression 4-5 years</th>
<th>Initial Progression 1-3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Reflection</strong></td>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td>October 1st</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>None Required*</td>
<td>Observation (2)</td>
<td>Observation (4)</td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Student Learning Goals</td>
<td></td>
<td>November 1st</td>
</tr>
<tr>
<td>Summative Evaluation Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-wide Growth - Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-wide Growth - Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Four Performance Levels:

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

School Leader and Counselor Summative Evaluation Conference

80% Self Reflection (standards/rubrics)

15% Student Learning (Impact) Goals

5% School-wide Growth - Reading

School-wide Growth - Mathematics
Elevator Speech

• What is the component?
• When does it occur?
• Why is it important?
ELEVATOR SPEECH ACTIVITY

1. **Green = Speaker**
2. **Pink = Listener**
3. 1 minute speech:
   - What? When? Why?
4. Switch cards and find another person
Performance Levels

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

Evaluation System

1. Complete _________ By ???

2. Evaluator begins _______ (???)

3. Collect _________ (???)

4. Submit _________(???)

5. Evaluator Completes _________ (???)

6. School-wide __________________________
   Educator validates _________(???)
Performance Levels

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory
Levels of Performance

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.</td>
<td>Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.</td>
<td>Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.</td>
</tr>
</tbody>
</table>
West Virginia’s Got Talent!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Washing dishes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Changing a tire.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Riding a bike.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Flying an airplane.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Knitting a sweater.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Levels of Performance

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.</td>
<td>Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.</td>
<td>Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.</td>
</tr>
</tbody>
</table>
WV Professional Teaching Standards

• The five Professional Teaching Standards used in the evaluation system are derived from the West Virginia Professional Teaching Standards

• [www.wvde.state.wv.us/evalwv](http://www.wvde.state.wv.us/evalwv)
  – Click Teacher menu link
  – Click Teacher Evaluation Rubrics
## STANDARD 7: PROFESSIONAL CONDUCT

**Element 7.1:** The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

<table>
<thead>
<tr>
<th></th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy and Procedure</strong></td>
<td>Adheres to state, district and school policy and procedure</td>
<td>Adheres to state, district and school policy and procedure with few exceptions</td>
<td>Demonstrates a pattern of violating state, district or school policy and procedure</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Adheres to state, district and school attendance policy and procedure</td>
<td>Adheres to state, district and school attendance policy and procedure with few exceptions</td>
<td>Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>Adheres to state, district and school work schedule policy and procedure</td>
<td>Adheres to state, district and school work schedule policy and procedure with few exceptions</td>
<td>Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Interacts professionally with students, parents/guardians, colleagues and community</td>
<td>Interacts professionally with students, parents/guardians, colleagues and community with few exceptions</td>
<td>Demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional</td>
</tr>
</tbody>
</table>
Self-Reflection
Due October 1st
# Educator Self-Reflection

## Standard 1: CURRICULUM AND PLANNING

### Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

### Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

### Element 1.3: The teacher uses a balanced assessment approach to guide student learning.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

## Standard 1 Comments

## Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT

### Element 2.1: The teacher understands and responds to the unique characteristics of learners.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

### Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

### Element 2.3: The teacher establishes and maintains a learner-centered culture.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

## Standard 2 Comments

## Standard 3: TEACHING

### Element 3.1: The teacher utilizes a variety of research-based instructional strategies.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

### Element 3.2: The teacher motivates and engages students in learning, problem solving, and collaboration.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

### Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

## Standard 3 Comments

## Standard 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

### Element 4.1: The teacher engages in professional development that guides continuous examination and improvement of professional practice.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

### Element 4.2: The teacher actively engages in collaborative learning opportunities with colleagues.

- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

## Standard 4 Comments

---

**Standard 2 THE LEARNER AND THE LEARNING ENVIRONMENT**

### Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.

**Distinguished**
- collaborates with students to establish an effective classroom management system

**Accomplished**
- collaborates with students to ensure appropriate behavior as defined by the code of conduct

**Emerging**
- organizes space and materials in a safe, highly efficient and well-designed learning environment

**Unsatisfactory**
- establishes a classroom management system
- inadequately responds to student behavior as defined by the code of conduct
- organizes space and materials to ensure safety

---

**Standard 3 TEACHING**

### Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.

**Distinguished**
- establishes an effective classroom management system
- responds appropriately and respectfully to student behavior as defined by the code of conduct
- organizes space and materials to ensure safety and efficiency

**Accomplished**
- establishes a classroom management system
- inadequately responds to student behavior as defined by the code of conduct
- organizes space and materials to ensure safety

**Emerging**
- establishes an effective classroom management system
- inadequately responds to student behavior as defined by the code of conduct
- organizes space and materials to ensure safety

**Unsatisfactory**
- does not implement an effective classroom management system
- does not respond to student behavior as defined by the code of conduct
- does not organize space and materials to ensure safety
### Educator Self-Reflection

#### Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT

**Element 2.1** The teacher understands and responds to the unique characteristics of learners.
- [ ] Distinguished
- [ ] Accomplished
- [ ] Emerging
- [ ] Unsatisfactory

**Element 2.2** The teacher establishes and maintains a safe and appropriate learning environment.
- [ ] Distinguished
- [ ] Accomplished
- [ ] Emerging
- [ ] Unsatisfactory

**Element 2.3** The teacher establishes and maintains a learner-centered culture.
- [ ] Distinguished
- [ ] Accomplished
- [ ] Emerging
- [ ] Unsatisfactory

**Standard 2 Comments**

5000 characters available.
## Self-Reflection Rubric 2.2

### Standard 2 THE LEARNER AND THE LEARNING ENVIRONMENT

#### Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher</strong></td>
<td><strong>The teacher</strong></td>
<td><strong>The teacher</strong></td>
<td><strong>The teacher</strong></td>
</tr>
<tr>
<td>- collaborates with students to establish an effective classroom management system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- collaborates with students to ensure appropriate behavior as defined by the code of conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- organizes space and materials in a safe, highly efficient and well-designed learning environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- establishes an effective classroom management system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- responds appropriately and respectfully to student behavior as defined by the code of conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- organizes space and materials to ensure safety and efficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- establishes a classroom management system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- inadequately responds to student behavior as defined by the code of conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- organizes space and materials to ensure safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- does not implement an effective classroom management system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- does not respond to student behavior as defined by the code of conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- does not organize space and materials to ensure safety</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Online System Hands-On Activity

• Navigate to the Educator Evaluation Online System – Demo Area

http://wveis.k12.wv.us/teachers
Why Do Educators Self-Reflect?

• Take Ownership of Professional Growth
• Establish an Understanding between Evaluator and Educator.
  – What are the expectations set for the educator?
  – Has the educator met those expectations at the end of the year?
Welcome to the WVDE Office of Information System’s resource page for classroom teachers.
The West Virginia Education Information System (WVEIS) is the statewide administrative data system used for maintaining education records of students in grades PK-12. This site provides online training resources as well as an automated registration process for new users of WVEIS. Please take a moment to familiarize yourself with the menu on the left.

Tutorials/Resources
These online tutorials provide instruction in the basic use of WVEIS by classroom teachers. Please note that additional training is available from your local school system or Regional Education Service Agency.

Obtain WVEIS Id
This page will allow first time users of WVEIS for the Web to register for a user id and password. In order to register, teachers will need to provide their county/school of employment, employee identification number, last four digits of social security number, and email address.

Eval Demo Area
This item provides access to a demonstration version of the online educator evaluation model in use by public schools. Please note that this is not the actual evaluation tool but may be used for training purposes.

For questions about this website, please contact the WVDE Office of Information Systems at 304-558-8869.
New Year’s Resolutions
Ensuring Meaningful Goals

✓ S  Specific
✓ M  Measureable
✓ A  Achievable
✓ R  Relevant
✓ T  Timebound
Goal Setting
Due November 1st
Senate Bill 359: Reading by 3rd grade

- The revised Policy 5310 will contain the requirement for all PK-3rd grade teachers to focus one of their student learning goals on reading.
Why Do Educators Set Goals?

PD360 Video
## Goals Across the System

<table>
<thead>
<tr>
<th>Role</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>2 student learning goals</td>
</tr>
<tr>
<td></td>
<td>Due in system November 1</td>
</tr>
<tr>
<td>Principal</td>
<td>1 student learning goal</td>
</tr>
<tr>
<td></td>
<td>1 goal around a professional standard</td>
</tr>
<tr>
<td></td>
<td>Due in system November 1</td>
</tr>
<tr>
<td>Counselor</td>
<td>2 goals targeted at performance improvement</td>
</tr>
<tr>
<td></td>
<td>Due in system November 1</td>
</tr>
</tbody>
</table>
What are the components of the student learning goals?

- Specific Context
- Content area
- Baseline data
- The goal
- Strategies
- Collaboration
<table>
<thead>
<tr>
<th>Short Goal Name (50 character limit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Context Describe the learners and the learning environment.</td>
</tr>
<tr>
<td>2. Specific Content Area</td>
</tr>
<tr>
<td>3. Baseline Data Describe current data.</td>
</tr>
<tr>
<td>4. Goal Describe the focus of students' progress in learning.</td>
</tr>
<tr>
<td>5. Strategies for Attaining Goal</td>
</tr>
<tr>
<td>6. Collaboration: If applicable, describe how this goal includes a collaborative component.</td>
</tr>
</tbody>
</table>

500 characters available.
What are the requirements of the student learning goals’ MEASURES?

1. Two data points
2. Rigorous
3. Comparable across classrooms
Measures of Progress

WESTEST 2 data can be used for student learning goals ... However since results are received AFTER June 1 deadline it must be noted in the system
Rigorous

- West Virginia’s Next Generation Standards
- West Virginia Content Standards and Objectives
- Challenging to all learners
Comparable Across Classrooms
3. Baseline Data
Describe current data.

4. Goal
Describe the focus of students' progress in learning.

5. Strategies for Attaining Goal

6. Collaboration:
If applicable, describe how this goal includes a collaborative component. The Distinguished performance level requires accomplishing at least one collaborative goal.

7. Measures: All measures for this goal must meet three criteria.

☐ Check here if the measure for this goal is WESTEST 2 data.

8. Data Results

characters available.
Reviewing Student Learning Goals

• **Reviewing Student Learning Goals**

• **Is the Goal S.M.A.R.T.?**

• Is the goal **Specific**? If it is a specific goal, you should be able to answer the following questions:

  • Is the goal **measurable**? If goal is specific and measurable, one should be able to establish concrete criteria for measuring progress toward the attainment of each.

  • Is the goal **attainable**? Given resources available, goal must be realistic and attainable.

  • Is the goal **relevant**? Ultimately, goals should help achieve better student outcome.

  • Is your goal **time-bound**? Goals should have starting points, ending points, and fixed durations.

http://wvde.state.wv.us/evalwv/resources.php
Educator Evidence
• **What is Evidence?**
  – Materials/Data that support the determination of a rating

• **When should Evidence be Collected?**
  – Throughout the school year, but must be completed by Evaluation Conference.

• **Why is Evidence Important?**
  – Provides validity
Educator Evidence

Formal Observations as Evidence

- Initial Progression
  Four Annually
- Intermediate Progression
  Two Annually
- Advanced Progression
  - Not required, but may be requested
Element 2.2 The teacher establishes and maintains a safe and appropriate learning environment.

Teacher Description of Evidence (5000 character limit)

Evidence Category
- Anecdotal records
- Assessments
- Assessment data
- Classroom rules and procedures
- Collaboration with stakeholders
- Communication with stakeholders
- Experiential learning
- Interventions
- Lesson plans, unit plans, course syllabi
- Observation
- Portfolio
- Student feedback
- Student work samples
- Technology integration

Evaluator Comments (5000 character limit)
• Who Collects the Evidence?
  – Both the Evaluator and the Educator may collect evidence.

• When is evidence required?
  – If you rate yourself as distinguished
  – If your self-reflection differs from the opinion of your evaluator
  – When an “Unsatisfactory” Rating is Given
Educator Evidence

• What is the Difference between Evidence “Noted in the System” and “providing” evidence?
“Noted in System” vs. “Providing”

• First Determine if Evidence is Needed.

• If Evidence is Needed:
  – Mutually agreed upon Evidence may be “Noted in the System”.
  – Evidence is “Provided” when the Evaluator is not fully aware of the evidence.
“Noted in the System”
“Provide Evidence”
Educator Evidence

• Are Educators required to upload Evidence?
  – No. The Evidence Form is intended to document Evidence to be verified.

• How much Evidence is needed?
  – Can be as simple as a description with date/time.
  – Portfolios/Binders full of Documentation are NOT NEEDED!!
Plans to Support Continuous Improvement

- Culture based on trust, support and professional growth

- Comprehensive system of support
  - Focused Support Plan (FSP)
  - Corrective Action Plan (CAP)
When is an FSP Needed?

• Area of Concern Identified
• Proactive, preventative measure needed
• Support for struggling educator
Focused Support Plan Components

- Area of concern/standard(s) identified
- Expectation for change
- Purposeful conversation between evaluator and educator
- 9 week timeline for implementation
- Specific resources for support
Focused Support Plan

Conclusion of Nine Week Plan

Does evidence demonstrate—

Standard met?  Remove from the FSP

Adequate progress?  Implement another Focused Support Plan

Inadequate progress?  Move to a Corrective Action Plan
When is a CAP Needed?

- Inadequate progress on focused support plan (if applicable)
- Unsatisfactory performance determined
- Misconduct that requires immediate action (W. Va. Code §18A-2-8) and/or a CAP
Corrective Action Plan Components

- Unsatisfactory performance with reference to the standard(s) to be addressed
- Expectations for change
- 18 Week timeline for implementation
- Specific resources for support
Corrective Action Plan

Conclusion of 18 Week CAP

*Does evidence demonstrate*—

Standard met? CAP successful

Standard not met? CAP may not be repeated
A Plan for Continuous Improvement can commence at any time during the school year.

CAP is determinative and may not be repeated.
SUMMATIVE EVALUATION
Principal’s Perspective
Adding up the pieces...

A break down of the Elements.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Element 1.1</td>
<td>Emerging</td>
</tr>
<tr>
<td>Element 1.2</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Element 1.3</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 2.1</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Element 2.2</td>
<td>Emerging</td>
</tr>
<tr>
<td>Element 2.3</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

The intent of providing standard ratings at both the standard and element level is to help one identify areas of best practice and need!

The preponderance of evidence points to an overall rating of **accomplished**
An Overview of the System
How the Pieces Add Up...

- Element 1.1 ➔ Standard 1
- Element 2.1 ➔ Standard 2
- Element 3.1 ➔ Standard 3
- Element 4.1 ➔ Standard 4
- Element 5.1 ➔ Standard 5

Overall Rating

- Standard 7

- R/LA School Growth Score
- Math School Growth Score

Student Learning Goal

Enhancing learning. For now. For the future.
How do we get the School-wide Growth Score?
It starts with a student growth score.
From Student to School Growth

» Examine students by grade and by content for the state
» Identify the amount of growth for each student in each grade across the state (this number is referred to as a Student Growth Percentile)
» Identify all of the students in the school
» Group all students in the school together, regardless of grade
» Take the median (middle) growth percentile of all students in a school for each content.
How is the 5% is calculated?

• There are 3 categories of growth:
  – Low
  – Typical
  – High

• We split low into 2 categories for the educator evaluation system. This gives 4 categories
  – Very low (unsatisfactory)
  – Low (emerging)
  – Typical (accomplished)
  – High (distinguished)
SAMPLE School Evaluation Report

[Bar chart showing evaluations for Standards 1 to 6 with categories Unsatisfactory, Emerging, Accomplished, and Distinguished]
The Road Ahead...
Continued monitoring
Continued changes
Continued collaboration
VISION:
West Virginia will have a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness to increase student learning.
Evaluation Pre-Timeline: Suggestions from the field **

County Administrator Preparation for (Superintendent/Designee):

1. Verify Administrator WVEIS WOW User ID and SUPER Role
   Recommended Timeline for Current Administrators: May 30th
   - If questions, contact:
     • WVEIS County Contact
     • RESA WVEIS Staff

2. Verify Administrator Evaluation MENU (EMP.EVALA) Item has been assigned in WOW

3. Principal to be evaluated must be identified under "Principal Entry" each Year
   (Beginning on First Day of Principal's Contract)
   a. Principal Entry
      • Employee Number of Principal
      • Teacher ID for Principal (from Master Schedule)
      • User ID for Principal (WVEIS User ID)

Principal Preparation for Assistant Principal:

1. Verify Administrator WVEIS WOW User ID and PRINCIPAL Role
   Recommended Timeline for Current Administrators: May 30th
   - If questions, contact:
     • WVEIS County Contact
     • RESA WVEIS Staff

2. Verify Administrator Evaluation MENU (EMP.EVALA) Item has been assigned in WOW

3. Assistant Principal to be evaluated must be identified under "Assistant Principal Entry" each Year
   (Beginning on First Day of Contract)
   - Assistant Principal Entry
     • Employee Number of Assistant Principal
     • Teacher ID for Assistant Principal (from Master Schedule)
     • User ID for Assistant Principal (WVEIS User ID)

Principal Preparation for Teachers & Counselors:

1. Verify Principal WVEIS WOW User ID and PRINCIPAL Role
   Recommended Timeline for Current Teachers: May 30th
   - If questions, contact:
     • WVEIS County Contact
     • RESA WVEIS Staff

2. Verify teachers/counselors have WVEIS WOW User ID and TEACHER Role
   (Teacher Self-register: AUTOTEC)
   - Master Schedule must be completed for the current evaluation year
   - Teacher must be on the master schedule
   - Master Schedule must contain a class but not necessarily students
   - Progressions must be verified with County Office for current teachers

3. Verify Educator Evaluation MENU (EMP.EVAL) Item has been assigned in WOW

4. On WVEIS WOW Identify Progression Path for each teacher (radio button)

** WVDE thanks Marian Kajfez and Ronda Kouski at RESA 6 for preparing this information
Impact of the System
Leadership Team Planning

• How will your leadership team motivate everyone to embrace the Educator Evaluation System?
• How will your school make connections between the evaluation system and other school-wide initiatives?
• What are some complications that might arise during the transition at your school? How will you handle these situations?
• How will you reinforce and support the evaluation system throughout the school year?