

# West Virginia Revised Educator Evaluation System for Teachers 2011-2012

First Year Pilot Report





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# Executive Summary

During the 2011–2012 school year, teachers in 25 West Virginia schools from 12 counties participated in the pilot test of the new educator evaluation system. Twenty of the 25 pilot schools were participants in the federal School Improvement Grant (SIG) program.

Administrators and leadership teams attended professional development on the system in July 2011; teachers had a separate training during the following August. At the beginning of the 2011–2012 school year, administrators assigned all teachers (including specialists), to one of three progression levels based on years of teaching experience: *initial*—3 years or less (170 teachers), *intermediate*—4 or 5 years (81 teachers), and *advanced*—6 years or more (445 teachers). During the school year, depending on their progression level, teachers engaged in one or more of three main component activities as shown in Table 1.

The system has four performance levels: *distinguished*, *accomplished*, *emerging*, and *unsatisfactory*. It is based on five teaching standards and two performance standards (see Table 4). For each of the standards, critical standard elements define what educators

to each standard and a summative rating was calculated for each participating teacher (Table 4). At the end of the pilot year, 696 teachers received summative ratings.<sup>1</sup>

## Purposes of the Study

Purposes were to (a) determine the extent to which participants adhered to the proposed evaluation model (implementation fidelity), (b) assess the potential contribution of the system to the professional growth of educators, (c) determine the relationship among the six professional standards, (d) identify facilitators and barriers to implementation, (e) determine if the training and support provided was sufficient to support implementation, and (f) provide a preliminary analysis of the system’s ability to differentiate teacher performance. All data collected and analyzed in this study were shared during the pilot with project leaders. This report is the first summary and cross analysis.

**Table 1. Educator Evaluation Components by Progression Level**

Component	Number required for progression level		
	Initial	Inter-mediate	Advanced
<b>Self-reflection</b> (14 critical elements with 4-point scale of performance levels)			1
<b>Student learning goals</b> (includes two data points, rigor, and comparability across classrooms)	2	2	2
<b>Evidence</b>			
• Scheduled classroom observation (30 minutes)	2	1	
• Unscheduled classroom observation (30 minutes)	2	1	
• Supporting evidence	Optional	Optional	Optional
• Conference with evaluator (within 10 days of each observation)	4	2	
• End-of-year conference	1	1	1

must know and do. A predetermined weight was given

**Table 2. Summative Rating: Weighting Calculation**

Standard	Weight	
Total	100.00	100
Teaching standards		
Standard 1: Curriculum and planning	17.14	80
Standard 2: The Learner and the Learning Environment	17.14	
Standard 3: Teaching	17.14	
Standard 4: Professional Responsibilities for Self-Renewal	11.14	
Standard 5: Professional Responsibilities for School and Community	17.14	
Performance standards		
Standard 6: Student Learning		20
• Student Learning Goal 1	7.50	
• Student Learning Goal 2	7.50	
• Standardized School Growth Scores		
• Reading	2.50	
• Math	2.05	
Standard 7: Professional Conduct	Required	

## Methods

We conducted four surveys, including two about professional development provided to teachers and administrators; one about the overall operation of the system, deployed midway through the pilot year; and another about the overall system after educators had received their final summative ratings.

Focus group interviews were conducted to gather feedback on three broad topics: (a) initial reactions of educators to the implementation of the pilot project and its various components, (b) views about the effect of the pilot upon participants' knowledge, beliefs, and behavior, and (c) specific issues and concerns regarding the implementation of the pilot project.

We analyzed data from several electronic documents submitted by educators as required components of the system. All data were extracted from West Virginia Education Information System (WVEIS) on the Web (WOW), including (a) student learning goals worksheets, (b) classroom observation records, (c) evidence submissions, and (d) complete evaluation records (N = 696).

## Findings

*Implementation fidelity.* Overall, analyses suggest that some components of the system were implemented well, while some will require continued monitoring. Collaboration (required for a *distinguished* rating), was included in more than three fourths of sampled student learning goals. Likewise, almost all teachers who had one or two postobservation conferences indicated they took place within 10 days of the observation, as required. Also, at least 89% of all sampled student learning goals were rated as having met the requirements for *rigor* and *comparability* as defined by the revised evaluation system.

On the other hand, about 12% of teachers in the intermediate and initial progression levels had fewer than the required number of classroom observations, yet they received summative evaluations at the end of pilot year. Over 90% of those were in the initial progression level, which requires four observations. Also, only slightly more than half of sampled student learning goal worksheets were finalized by the deadline. Approximately three fourths of teachers in the initial and intermediate progressions indicated that they did not have a postobservation conference in the fall semester of the pilot year. Moreover, the third criterion of student learning goals—that they employ two data points in time—appears to be the weakest aspect of the

student-learning goal-setting process for teachers, indicating the need for further training. Lastly, given that administrators had the opportunity to review and approve these goals, the results suggest that they, too, need more in-depth training.

*Contributions to professional growth.* Overall, survey responses to the end-of-cycle survey indicate that the revised system contributed positively to professional growth among teachers. At least three quarters of teachers indicated various components of the system had a positive impact on them, at a moderate level or higher. Two components of the revised system—self-reflection and student learning goals—were rated very high in terms of their positive contribution to educators. Their responses suggest that the revised system has resulted, not only in a greater understanding of the WV professional teaching standards, the process of setting student learning goals, and identifying ways to achieve them, but also in increasing the frequency with which teachers practice elements of effective instructional strategies.

*Relationship among the six professional standards.* Preliminary evidence leads us to believe that at least two factors are being measured by the new evaluation system. Because of the way in which the 14 rubric items clustered together independently of the two student learning goals, these factors could conceivably be conceptualized as *inputs* (items related to Standards 1–5) and *outputs* (the student learning goals portion of Standard 6). Moreover, correlation data indicate that the input measures (Standards 1–5) are clearly and strongly related to one another and to a lesser extent to *some* of the output measures (i.e., student learning goals). Due to technical limitations in our operationalization of student growth—that is, the use of school-wide rather than classroom level growth data—we still have a limited understanding of how student learning is related to the five professional teaching standards.

One last note: We observed much stronger correlations among the standards for educators in our small (and unrepresentative) sample of non-SIG schools that volunteered for the pilot. This finding could be important if it holds with a larger sample, because it could mean that these variables function differently in different types of schools. This could be especially problematic in a high-stakes scenario where personnel decisions are being made based upon these outcomes. Yet, it would be unwise to attribute much meaning to these differences until we have more data.

*Facilitators and barriers.* Educators believed the revised system required too much time and added responsibilities that competed with their daily responsibilities centered on classroom instruction and school improvement efforts. This perception suggests that some educators have not fully accepted or integrated the revised system as a mechanism to improve student achievement. It is worth repeating here that 80% of pilot schools were under a plan of school improvement and were undergoing considerable change as recipients of the SIG grant. Moreover, widely reported technology-related issues negatively impacted educators' perceptions of the revised evaluation system. While the majority of the issues with the online system have been addressed, educators also expressed their desire for access to the system from home. They indicated they have little free time or privacy in the school building to complete tasks related to the revised evaluation system and their local internet access at school was not always reliable.

Notably, although the majority of teachers indicated that various components of the revised system had at least a moderate positive impact on them, a considerably smaller proportion indicated the evaluation system overall made a positive impact on them as educators. This suggests that a large proportion of teachers see value in, say, the process of setting student learning goals or self-reflection, but hold in less regard the overall benefit of the revised system for their professional growth.

*Sufficiency of training and support.* Teachers who attended training sessions gave high marks to the quality of training. However, one third of teachers in pilot schools did not attend the August 2011 training. Perhaps more important is the small proportion of teachers (less than two thirds) who indicated that they received beneficial feedback from administrators and that the revised system has been implemented well in their schools. The revised system is heavily reliant on the ability of administrators to manage the implementation of the system, to objectively and consistently evaluate teachers on six teaching standards utilizing various tools (e.g., observations, student learning goals, review of evidence), and to provide valuable feedback that should lead to improved effective teaching practices.

*Ability to differentiate teacher performance.* Overall, 14.5% of teachers were rated at the *emerging* level, 76.1% at the *accomplished* level, and 9.3% at the *distinguished* level. Teachers could not be rated at the *unsatisfactory* level during the pilot. A significantly

greater proportion of teachers in the advanced progression received a performance rating of *distinguished* compared to teachers in the intermediate and initial progressions. The proportion of teachers rated as *distinguished* in elementary schools was approximately three times larger compared to middle and high schools. On the other hand, high schools had a comparatively larger proportion of teachers rated as *emerging* compared to middle and elementary schools. Middle schools had the largest proportion of *accomplished* teachers compared to elementary and high schools. Results of the range-of-effectiveness ratings by progression and programmatic levels were statistically significant.

*Limitations.* The findings in this report are in no way generalizable outside of the pilot schools for four main reasons (a) the sample is comprised almost entirely of educators from historically low performing SIG schools; (b) only a small number of pilot participants from non-SIG schools (N = 5 schools) volunteered to take part in the pilot, which makes for a strong probability of selection bias; (c) *unsatisfactory* ratings were not included during the pilot year, so results could change when the full breadth of ratings is included; and (d) we do not have data about quality of implementation at individual schools. Therefore, at this time we must recommend that no summative judgments be made based upon these results.

## Recommendations

The recommendations provided below are based on one year of implementation and data collection. We caution readers to keep this limitation in mind.

### 1. Provide ongoing training and support.

*Provide extensive training and ongoing support for administrators in all aspects of the revised system so they can provide guidance to teachers in their schools.* The overwhelming portion of the summative evaluation (95%) is dependent upon the ability of each school administrator to carry out his or her responsibilities effectively. Training on the new system should be incorporated into the new administrator induction process.

*Provide similar support for educators by incorporating training on the new evaluation system as a requirement for all teachers and as part of the new teacher induction process within each county.* Making this a requirement will guarantee all teachers receive a minimum standard of education related to the new system before they are subject to evaluation.

*Consider providing more rigorous and extensive training on the process of student goal setting.* This component was identified by all respondents as the most beneficial component of the system. Yet, feedback from respondents indicates that participants still consider this process to be the most challenging part of the pilot project. Training should be at least a full day with follow-up support. Examples of compliant student learning goals should be provided online that are applicable to various types of educators.

*Consider providing extensive training on the online system specifically, to individuals either at the RESA or district level who can serve as contact persons for their schools.*

*Consider making West Virginia Education Information System (WVEIS) on the Web (WOW) accessible to all educators outside of the school building.* This may allow teachers to devote more time to various components of the system outside of the school day and avoid some technical difficulties attributed to limited bandwidth at some schools. This solution can potentially result in better overall quality of implementation. Embed a mechanism into the system that allows for follow-up (e.g., collect e-mail addresses).

2. Establish comprehensive monitoring. *We recommend that the WVDE or counties implement a continuous monitoring process—*

- Devote adequate resources, especially at the state level, to closely monitor the implementation of the revised system to ensure various evaluation tasks are completed on time;
- Continually assess the quality of implementation at individual schools at regular intervals; and
- Identify supplemental training needs for schools on an ongoing basis and put in place a mechanism to provide it as needs arise.

*Continue monitoring the relationships among professional teaching standards and differences observed among groups of schools as the pilot is expanded.* It will be absolutely critical to re-examine all of these relationships using a representative sample of educators.

*Continue monitoring the range-of-effectiveness ratings and differences among teachers by progression level and schools and counties.*

### 3. Develop classroom-level measures of student growth.

*Develop a method to measure student growth at the classroom level and after establishing its validity and reliability, explore its inclusion in the evaluation process.* Reassess the relationship among the performance standards and student growth once a classroom level measure is established.

- This will require the development of a unique teacher identification number in WVEIS and a multistep student roster verification process.
- The roster verification process should allow educators and administrators to modify and verify each educator's roster. This will allow for adaptability for coteaching and other unique circumstances.

### 4. Other Recommendations

*Convene a technical advisory committee (TAC) charged with reviewing the revised evaluation system and providing high-level expert advice to ensure the system meets technical rigor and is defensible in high-stakes decision-making scenarios.* Initial discussions have taken place to establish this committee in advance of the 2013–2014 school year.

*Consider making revisions to the Evidence Form based upon the most commonly reported types of evidence submitted by educators for each Critical Element during the pilot study.* Removing unused categories of evidence will result in a streamlined form, which may contribute to a less cumbersome reporting experience for educators.

*Establish a protocol for managing the revision of student learning goals.* Such a protocol should be flexible enough to allow educators to revise their goals in response to legitimate contextual changes that occur throughout the year, but prescriptive enough to prevent gaming.

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<sup>1</sup> Educators in participating schools reserved the right not to use the pilot evaluation as the evaluation of record.

# Contents

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Executive Summary .....	iii
Purposes of the Study .....	iii
Methods .....	iv
Findings .....	iv
Recommendations.....	v
1. Provide ongoing training and support. ....	v
2. Establish comprehensive monitoring.....	vi
3. Develop classroom-level measures of student growth.....	vi
4. Other Recommendations .....	vi
Introduction.....	1
Development of the West Virginia Educator Evaluation System for Teachers.....	1
Major Components of the System.....	3
Self-reflection .....	3
Student learning goal setting .....	3
Evidence.....	4
End-of-Year Conference.....	4
Summative Weighting.....	5
Purpose of the Study .....	6
Methods .....	7
Surveys.....	7
Post-professional development surveys .....	7
Midyear .....	8
End-of-cycle.....	8
Focus Group Interviews .....	9
E-Document Review.....	10
Student learning goals.....	10
Observations.....	11
Evidence collection.....	12
Relationship among the six professional standards .....	12
Range of teacher effectiveness .....	12

Results.....	15
Evaluation Question 1 .....	15
Consistency and rigor of observations.....	15
Consistency and rigor of evidence collection .....	16
Rigor and comparability of goal-setting .....	19
Post-observation conferences .....	21
Deadlines for the completion of evaluation system components.....	22
Evaluation Question 2 .....	23
Contribution of system components.....	23
Retrospective pretest/posttest.....	25
Evaluation Question 3 .....	27
Correlations among the five professional teaching standards.....	27
Correlations between each of the five professional teaching standards and the two parts of performance Standard 6.....	28
Correlations between the summative evaluation rating and each of the six standards .....	30
Distinct components measured in West Virginia’s Educator Evaluation System.....	31
Evaluation Question 4 .....	31
Implementation Time .....	31
Caseload.....	32
Technology.....	33
Perception of the system .....	33
Evaluation Question 5 .....	35
Evaluation Question 6 .....	36
Summative rating by progression level .....	36
Summative rating by school.....	37
Summative rating by programmatic level .....	39
Summative rating by SIG/non-SIG designation .....	39
Summative rating by county .....	40
Discussion .....	41
Evaluation Question 1 .....	41
Evaluation Question 2 .....	42
Evaluation Question 3 .....	42
Evaluation Question 4 .....	43

---

Evaluation Question 5 .....	43
Evaluation Question 6 .....	44
Limitations.....	44
Recommendations .....	47
1. Provide Ongoing Training and Support .....	47
2. Establish Comprehensive Monitoring.....	47
3. Measures of Student Growth .....	48
4. Other Recommendations .....	48
Appendix A. Professional Teaching and Performance Standards .....	49
Process Overview by Progression .....	49
Levels of Performance .....	50
Professional Teaching Standards.....	51
Professional Teaching Standards and Critical Elements .....	52
Student Learning.....	57
Professional Conduct.....	58
Appendix B. Forms .....	59
Evidence Form—2011–2012 .....	59
Student Learning Goal—2011–2012 .....	64
Self-Reflection—2011–2012 .....	65
Observation Form—2011–2012 .....	67
Incident Report—2011-2012 .....	69
Summative Evaluation—2011–2012.....	70
Appendix C. Surveys, Rubrics, and Focus Group Questions .....	73
July 19–21, 2011—Educator Evaluation Post Professional Development Survey.....	73
August 5–12, 2011—Educator Evaluation Post Professional Development Survey.....	79
Educator Evaluation Pilot Project Midyear Teacher Survey.....	85
Educator Evaluation Pilot Project Midyear School Leaders Survey.....	94
Educator Evaluation Pilot Project End-of-Cycle Survey.....	104
Focus Group Interview Questions—Administrators .....	112
Focus Group Interview Questions—Teachers .....	113
Student Learning Goal Seven Rating Dimensions .....	113
Student Learning Goal Rating Scale Descriptors .....	116

Student Learning Goal Rating Survey ..... 117

List of Figures

Figure 1. Perception of Impact on Knowledge ..... 25  
 Figure 2. Perception of Impact on Effective Instructional ..... 26  
 Figure 3. Amount of Time it Took Respondents to Complete Various Components  
 of the System ..... 32  
 Figure 4. Distribution of Educators by Performance Level by School ..... 38

List of Tables

Table 1. Educator Evaluation Components by Progression Level..... iii  
 Table 2. Summative Rating: Weighting Calculation ..... iii  
 Table 3. Distribution of Educators by School and Progression Levels ..... 2  
 Table 4. Summative Rating: Weighting Calculation ..... 5  
 Table 5. Evaluation Research Questions and Data Sources ..... 13  
 Table 6. Number of Observations by Progression Level ..... 15  
 Table 7. Observations by Duration and Progression Level ..... 16  
 Table 8. Evidence Type Submitted: Standard 1 ..... 16  
 Table 9. Evidence Type Submitted: Standard 2 ..... 17  
 Table 10. Evidence Type Submitted: Standard 3 ..... 17  
 Table 11. Evidence Type Submitted: Standard 4 ..... 18  
 Table 12. Evidence Type Submitted: Standard 5 ..... 19  
 Table 13. Percent of Rigorous Goals ..... 20  
 Table 14. Percent of Comparable Goals ..... 20  
 Table 15. Percent of Goals Utilizing Two Data Points ..... 20  
 Table 16. Percent of Goals with a Collaborative Component ..... 21  
 Table 17. Number of Measures Used ..... 21  
 Table 18. Percent of Goals that were Achieved ..... 21  
 Table 19. Teachers Perception of Positive Impact of Various System Components ..... 24  
 Table 20. Improvement in Knowledge and Practice of Elements for Professional  
 Teaching Standards ..... 26  
 Table 21. Relationship Among Professional Teaching-Standards—All Schools ..... 28

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Table 22.	Relationship Among Professional Teaching Standards—Non-SIG Schools .....	28
Table 23.	Relationships Among Professional Teaching Standards—SIG Schools .....	28
Table 24.	Relationship Between the Two Performance Standards—All Schools .....	28
Table 25.	Relationship Between the Two Performance Standards—SIG Schools .....	29
Table 26.	Relationship Between the Two Performance Standards—Non-SIG Schools .....	29
Table 27.	Relationships Between Teaching and Performance Standards.....	29
Table 28.	Relationships Between Teaching and Disaggregated Performance Standards.....	30
Table 29.	Relationships Between Summative Score and Teaching Standards and Learning Goal Standard .....	30
Table 30.	Teachers' Perception of Evaluation System Overall Impact.....	33
Table 31.	Teachers' Perception of Fairness and Transparency of Revised System .....	34
Table 32.	Perception of Quality of Training and Support: End-of-Year Survey .....	35
Table 33.	Overall Distribution of Performance Levels.....	36
Table 34.	Chi-Square Test Result: Distribution of Performance Levels by Progression Level .....	36
Table 35.	Distribution of Performance Levels by Progression Level .....	36
Table 36.	Distribution of Performance Levels by School.....	37
Table 37.	Chi-Square Test Result: Distribution of Performance Levels by Programmatic Level .....	39
Table 38.	Distribution of Performance Levels by Programmatic Level .....	39
Table 39.	Distribution of Performance Levels by SIG/Non-SIG Designation .....	39
Table 40.	Distribution of Performance Levels by County .....	40



## Introduction

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During the 2011-2012 school year, teachers in 25 West Virginia schools from 12 counties participated in the new educator evaluation system pilot project. The system has four performance levels: *distinguished*, *accomplished*, *emerging*, and *unsatisfactory*. It is based on five teaching standards—*Curriculum and Planning*, *The Learner and the Learning Environment*, *Teaching*, *Professional Responsibilities for Self-Renewal*, and *Professional Responsibilities for School and Community*—and two performance standards—*Student Learning* and *Professional Conduct*—for a total of seven standards. For each of the standards, critical standard elements define what educators must know and do. A predetermined weight is given to each standard and a summative rating is calculated for each participating teacher.

At the beginning of the 2011-2012 school year, each administrator from the 25 pilot schools assigned all teachers, including classroom teachers and specialists, to one of three progression levels based on years of teaching experience: (a) *initial*—3 years or less, (b) *intermediate*—4 or 5 years, and (c) *advanced*—6 years or more (Appendix A, page 49). Table 3 presents the distribution of teachers (for whom a summative rating was available at the end of the pilot year) by progression level for each participating school. During the course of the year, depending on their progression level, teachers engaged in one or more of three main component activities: *developing student learning goals*, *self-reflection*, and *classroom observation*.

At the end of the pilot year, 696 teachers received a summative rating of emerging, accomplished, or distinguished. It should be noted that educators in participating schools reserved the right not to use the pilot evaluation as the evaluation of record.

### Development of the West Virginia Educator Evaluation System for Teachers

In 2007, the West Virginia Board of Education (WVBE) and the state superintendent directed the work to develop new teaching standards. A Teacher Evaluation Task Force comprised of WVBE members, teachers, teacher organization leaders, institutions of higher education (IHE) representatives, county and building administrators, and legislative liaisons worked in the revision process. The five teaching standards, which align with the state's teaching and learning initiative, were approved as part of the WVBE Policy 5100 in April 2009.

Beginning in fall 2010, with input from national experts and technical assistance from the Appalachia Regional Comprehensive Center, three work groups of stakeholders, including teachers and principals as well as the leadership of teacher and administrative organizations, who were also members of the Teacher Evaluation Task Force began work developing the revised educator evaluation standards. The work group began aligning evaluation measures with the West Virginia Professional Teaching Standards and identifying critical standard elements with technical assistance from the Educational Testing Service. The work group also established a multiyear timeline for developing and deploying a new evaluation system.

In spring 2011, the Task Force produced a comprehensive teacher evaluation system, which included rubrics for the professional teaching standards and for Professional Conduct. With guidance from an expert, the task force also worked on creating measures of the student learning performance standard (Standard 6) and developed the rubric and framework for student learning goals.

On July 13, 2011, the WVBE authorized a pilot of the revised teacher evaluation system by waiving an established evaluation policy for 25 schools. Twenty of the 25 pilot schools were identified through the federal School Improvement Grant (SIG) program with the other five schools volunteering to participate—but based on WVDE-developed selection criteria (Table 3).

**Table 3. Distribution of Educators by School and Progression Levels**

County	School	Progression track			Total
		Advanced	Intermediate	Initial	
Total		445	81	170	696
Berkeley	Martinsburg North Middle School	26	4	11	41
Doddridge	Doddridge County Elementary School	9	2	7	18
Hampshire	Romney Elementary School	24	3	5	32
Kanawha	Cedar Grove Middle School	8	1	5	14
Kanawha	East Bank Middle School*	16	3	13	32
Kanawha	Malden Elementary School	10	2	4	16
Kanawha	Riverside High School	30	10	22	62
Kanawha	Stonewall Jackson Middle School	21	7	12	40
Kanawha	Watts Elementary School	7	2	8	17
Lincoln	East Hardy High School	14	8	1	23
Lincoln	Guyan Valley Middle School	18	1	5	24
Lincoln	Hamlin PK-8	30	4	5	39
Lincoln	West Hamlin Elementary School	30	2	2	34
Marion	East Fairmont Junior High School*	17	5	2	24
McDowell	Mount View High School	23	2	20	45
McDowell	Sandy River Middle School	8	3	4	15
McDowell	Southside K-8	23	4	7	34
McDowell	Welch Elementary School	8	4	10	22
Nicholas	Richwood High School	21	5	0	26
Ohio	Steenrod Elementary School*	12	1	2	15
Ohio	Wheeling Middle School*	15	2	4	21
Roane	Geary Elementary School	17	2	6	25
Roane	Spencer Elementary School	31	1	2	34
Wood	Franklin Elementary Center	15	3	10	28
Wood	Worthington Elementary School*	12	0	3	15

\*Non-SIG schools

Between July 19<sup>th</sup> and 21<sup>st</sup>, 2011, the WVDE provided professional development on the revised evaluation system to administrators and leadership teams from the 25 pilot schools. In August, 2011, six additional professional development sessions were offered to all classroom teachers and specialists from participating schools. The six sessions, offered be-

tween August 5<sup>th</sup> and 12<sup>th</sup> were conducted in three separate locations. Teachers attended one of the six sessions, depending on their geographic location.

## Major Components of the System

The revised evaluation system has three main components: *self-reflection*, *student learning goals*, and *evidence*. While the first is applicable to educators in all three progression levels<sup>1</sup>, the latter two are specific to teachers in one or two of the progression levels.

### Self-reflection

Educators on the advanced progression were required to complete a self-reflection. Teachers rated their performance for the 14 critical elements that comprise the five professional teaching standards using the 4-point scale of performance levels—distinguished, accomplished, emerging, or unsatisfactory (Appendix B, page 65). A performance rating of *distinguished* on any critical element required the educator to provide evidence.

Upon completion, educators submitted their self-reflection to evaluators electronically. Teachers and evaluators then met to review the self-reflection and any evidence submitted to support a *distinguished* rating. During this review process, evaluators could identify critical standard elements for which additional evidence must be submitted so that a summative rating could be assigned.

### Student learning goal setting

In line with Standard 6, and to demonstrate student progress in learning, all teachers were required to develop at least two student learning goals at the beginning of the school year (see student learning goal form, Appendix B, page 64). Student learning goals could be based either on school-wide data or students' performance data. Educators also had the option to collaborate with others to establish goals. A collaborative component on at least one of the goals was required for a distinguished level of performance. This activity also required teachers to identify strategies to achieve the goals and measures to determine success.

Teachers were expected to set goals specific to their content areas that met the three criteria outlined below.

#### **Two data points**

To demonstrate measurable progress in achievement overtime, each goal had to specify two data points. The time period between the two data points had to be of sufficient length to (a) allow for adequate instruction, (b) conduct formative assessment to adjust instruction, and (c) design interventions or enrichments to address individual student needs. Goals could span a school year, semester, or quarter.

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<sup>1</sup> Self-reflection was only available to teachers in the Advanced progression during the pilot, but as a result of user feedback, all progressions now have access to the self-reflection component.

### **Rigor**

To ensure an equitable evaluation for all teachers and establish consistency in expectations for students among educators, student learning goals had to utilize rigorous assessments. Under the revised evaluation system, rigorous assessments are characterized as challenging to all learners and aligned with the West Virginia Content Standards and Objectives.

### **Comparability across classrooms**

Assessments used to assess progress and outcome of student learning goals had to have a high degree of comparability. That is, an assessment that can be used in all classrooms of similar grades and subject levels.

Once teachers set their student learning goals, they submitted them to their evaluators electronically. Evaluators verified that goals were measurable and met the three criteria; they had the option to request a conference with teachers if they believed an adjustment was necessary.

When the timeframe specified for each goal was completed, educators submitted evidence to validate progress and describe results for each goal. Evaluators then assigned a performance rating for each student learning goal based on the evidence provided by the educator. The second component of performance Standard 6 was based on school-wide growth as measured by WESTEST 2. This component accounted for 5% of the summative rating based on growth scores on mathematics and reading weighted equally.

### **Evidence**

Evaluators were required to conduct classroom observations for educators on the initial and intermediate progression levels. Evaluators conducted two unscheduled and two scheduled observations, for a total of four, for educators on the initial progression level. For those on the intermediate progression, a total of two observations were required. One of the observations was required to be scheduled with the educator.

The length of each observation had to be at least 30 minutes but could last the length of a lesson. Evaluators recorded their observations using a form aligned with the five professional teaching standards, including the 14 critical standard elements (Appendix B, page 67). Within 5 days of the observation, educators had the option of submitting supporting evidence for any or all of the critical standard elements. Evaluators then submitted their observation form electronically, prior to scheduling a conference with educators, which was required to take place within 10 days of the observation. During the conference, evaluators reviewed any additional evidence presented during the meeting and provided feedback.

### **End-of-Year Conference**

At the end of the pilot school year, evaluators were expected to arrange a conference with each educator to review their performance rating (see summative evaluation form, Appendix B, page 70). Because school-wide growth data were not available at the end of the school year, evaluators only reviewed a semifinal summative performance rating, which comprised 95% of the summative rating for each educator. Educators received their final

summative performance rating at the beginning of the following school year, after school-wide data were included.

During the pilot year, plan of improvement to address unsatisfactory rating on any of the critical standard elements relied on Policy 5310. Therefore, teachers with any unsatisfactory rating were removed from the revised system and were evaluated using the older system. As a result, for this study we only had access to educators with a rating of emerging or higher.

### Summative Weighting

The evaluation utilized the five professional teaching standards, which defined what teachers must know and be able to do. The evaluation also included a performance standard that was intended to evaluate student outcomes, in line with Standard 6. The five professional teaching standards accounted for 80% of summative ratings. All but one of the five standards was weighted equally<sup>2</sup> (Table 4). Standard 6, a performance standard, included two student learning goals (set in the beginning of the year) and a school-wide growth score as measured by mathematics and reading scores on WESTEST 2. The two student learning goals each accounted for 7.5% of the summative rating for a total of 15%. The remaining 5% of the summative rating was derived from the school-wide growth score, with 2.5% for mathematics and 2.5% for reading.

Teachers were also required to be evaluated on a seventh standard, *Professional Conduct* (see incident report form, Appendix B, on page 69). While this standard did not factor into the summative rating, teachers must meet this standard in order to receive a rating above *Unsatisfactory*.

**Table 4. Summative Rating: Weighting Calculation**

Standard	Weight	
Total	100	100
Standard 1: Curriculum and planning	17.14	
Standard 2: The Learner and the Learning Environment	17.14	
Standard 3: Teaching	17.14	80
Standard 4: Professional Responsibilities for Self-Renewal	11.14	
Standard 5: Professional Responsibilities for School and Community	17.14	
Standard 6: Student Learning		20
Student Learning Goal 1	7.5	
Student Learning Goal 2	7.5	
Standardized School Growth Scores		
Reading	2.5	
Math	2.5	
Standard 7: Professional Conduct	Required	

<sup>2</sup>Standards 1-3 and Standard 5 each contain 3 Critical Elements. Standard 4 is weighted slightly lower because it contains only 2 Critical Elements.

## Purpose of the Study

The purpose and scope of this study was to provide formative evaluation data from the pilot year (2011-2012) prior to state-wide implementation. Overall we wanted (a) to determine the extent to which participants adhered to the proposed evaluation model (implementation fidelity), (b) to identify and minimize the occurrence of any unintended consequences, (c) to use data to fix problems as they arose, (d) to assess the potential contribution of the system to professional growth among educators, and (e) to provide a preliminary analysis of the system's ability to differentiate teacher performance.

The study addressed the following six broad evaluation questions (EQs):

- EQ1. To what extent have participating schools successfully implemented the evaluation system with fidelity?
- EQ2. To what extent has the evaluation system resulted in professional growth among educators?
- EQ3. What is the relationship among the six professional standards?
- EQ4. What facilitators and barriers were encountered during the implementation of the evaluation system?
- EQ5. To what extent is the training and support provided to educators sufficient to support implementation of the system?
- EQ6. What is the range of teacher effectiveness ratings observed at the conclusion of the pilot?

All data collected and analyzed in this study were shared throughout the course of the pilot project with the Teacher Evaluation Task Force and with the Office of Professional Preparation, which operates within the WVDE Division of Educator Quality and System Support. This report is the first summary and cross analysis.

## Methods

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This report utilized data from several sources including surveys, focus group interviews, and analysis of electronic documents submitted by educators as part of the revised evaluation system (see Table 5 on page 13 for overview).

### Surveys

We conducted a total of four surveys regarding the revised evaluation system. Two surveys concerned professional development provided by the West Virginia Department of Education (WVDE) to professional staff from participating schools. One survey was administered midway through the pilot year to teachers and administrators about the overall operation of the system. The fourth was administered at the beginning of the following year after educators had received their final summative ratings under the revised system. All survey instruments were developed by the WVDE Office of Research in collaboration with the Office of Professional Preparation.

#### Post-professional development surveys

The WVDE provided two sets of professional development sessions on the revised evaluation system. The first set, conducted between July 19th and 21st, 2011, involved administrators and leadership teams from the 25 pilot schools. The second set took place between August 5th and 12th, 2011, and was offered to all classroom teachers and specialists from participating schools. There were a total of six sessions offered in three separate locations.

Two surveys, soliciting feedback regarding the quality, relevance, and usefulness of the trainings, were conducted after the completion of each set of professional development sessions (see Appendix C, pages 73 and 79 for survey instruments). Respondents were asked to provide feedback about the overall quality of the professional development, training materials, and presenters. Surveys also included items designed to gauge respondents' perception, attitude, and level of understanding regarding the revised system as well as their preparedness to implement it.

A week after training in July, an electronic e-mail invitation to participate in a survey with a link to the online questionnaire was sent to all administrators and leadership team members ( $N = 158$ ) who registered for professional development. Of 158 individuals 112 or 70.9% responded (95% confidence,  $\pm 4.55$ ). Two weeks after the last session of trainings in August, we sent out an electronic e-mail invitation with a link to the online questionnaire to all educators who registered for professional development to participate in a survey. Of 762 participants, 472 or 61.9% completed the survey (95% confidence,  $\pm 2.7\%$ ).

For each survey, descriptive statistics were interpreted and comments from open-ended questions were analyzed for major themes. Preliminary data from the first survey were provided to staff in the Office of Professional Preparation who utilized it to make some changes to professional development sessions offered to all educators in August.

## Midyear

We conducted midyear surveys to gather teacher and administrator feedback about (a) how well various components of the new evaluation system were being implemented, (b) how much time, on average, was required to complete each component of the system, (c) how much each component contributed to professional growth, (d) perceptions and attitudes about the pilot, (e) the level and quality of support provided to enable them to participate in and implement the new system, and (f) the most beneficial and challenging aspects of the evaluation system.

### *Teachers*

The Office of Research sent a survey invitation via e-mail with a link to the online midyear questionnaire (see Appendix C, page 85) on January 17th, 2012, to all teachers whose names and e-mail addresses appeared on lists vetted by their principals (N = 765). After the initial invitation, three e-mail survey reminders were sent, spaced approximately 10 days apart leading up to the final deadline (February 20th, 2012). A total of 421 teachers from all 25 pilot schools completed the survey, a response rate of 55% (95% confidence,  $\pm 3.2$ ).

Educators from all 25 pilot schools participated in the survey. There were approximately twice as many respondents who were in the advanced progression (N = 202, 48%) as there were teachers in the initial (N = 117, 27.8%) or intermediate progressions (N = 102, 24.2%).

Descriptive statistics were interpreted and comments from open-ended questions were coded and analyzed for major themes.

### *Administrators*

We also sent a letter of survey invitation with a link to the online midyear survey (see Appendix C, page 94) on February 7th, 2012, to all principals of participating schools (N = 25). Principals were also asked to forward the survey link to their assistant principals so that all school administrators had the opportunity to participate in the survey. After the initial invitation, we sent two survey reminders (February 15th and February 22nd) leading up to the final deadline (February 27th, 2012). A total of 18 principals completed the survey, a 72% response rate (95% confidence,  $\pm 11.2$ ).

Data were tabulated and descriptive statistics were interpreted. Comments from open-ended questions were coded and analyzed for major themes.

## End-of-cycle

An e-mail invitation with a survey link was e-mailed to 749 educators in all 25 pilot schools on October 22nd, 2012 (see survey questionnaire, Appendix C, page 104). The deadline to complete the survey was November 9th, 2012. An e-mail reminder was sent on October 31st, 2012, to those who had not yet completed the survey. Due to a low response rate the deadline was extended until November 19th, 2012, and another reminder was sent on November 13th.

Overall, 285 out of 747 educators completed the survey for a response rate of 38.2% (95% confidence,  $\pm 4.44$ ). At least 11 respondents participated from each of the 12 participating counties. At least five educators responded from each of the 25 pilot schools and 64% of the schools had at least 11 or more respondents. Teachers in the advanced progression made up 60.5% of respondents, while 16.1% were in the intermediate progression and 23.4% were in the initial progression.

Descriptive statistics were interpreted and comments from open-ended questions were coded and analyzed for major themes. We used paired sample *t* tests to detect statistical differences between pretest and posttest scores.

### Focus Group Interviews

The primary objective of the focus group interviews was to gather preliminary data on the implementation of the evaluation pilot project and its effect on teachers and administrators. Focus group interviews were designed to gather feedback on three broad topics: (a) initial reactions and opinions of educators regarding the implementation of the pilot project and its various components, (b) effect of the pilot upon participants' knowledge, beliefs, and behavior, both at the individual and group levels, and (c) issues and concerns surrounding the implementation of the pilot project.

The intention was to understand what educators and administrators considered to be the strengths and weaknesses of the system, so the WVDE could address issues or at least minimize negative impacts. Data gathered from the focus groups also informed the design of a midyear survey.

Registrants of the October 19th, 2011, meeting for principals and school leadership teams from participating schools were asked to indicate their willingness to participate in focus group interviews regarding the implementation and progress of the educator/administrator evaluation pilot project. Of 200 registrants, 50 individuals (25%), including teachers, principals/assistant principals, superintendents, directors of federal programs, and transformation specialists, volunteered to participate. Since researchers were interested in feedback from educators who are best positioned to provide feedback on research topics discussed above, the list was further narrowed to school administrators and teachers from participating schools. After excluding all other volunteers, a total of 35 individuals (16 principals/assistant principals and 19 teachers) remained.

Prior to the date of focus group interviews, the names of 16 principals were assigned to one of two focus groups (two groups of eight), whereas the names of 19 teachers were assigned to one of three focus groups (two groups of six and one group of seven) based on the criterion discussed above.<sup>3</sup> The primary reason for assigning administrators and teachers to separate focus groups was to allow participants to talk freely about their experiences without concern regarding perceptions of their employees or employers about their opinions or worry about potential consequences. For the same reason, care was taken to have no more than one participant from the same school, regardless of position title, in a single focus group.

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<sup>3</sup> Although researchers wanted to further group teachers by progression levels, they were not able to identify teachers by that criterion prior to focus group interviews.

Another benefit of this type of focus group assignment is that a focus group made up of educators representing different schools has a greater potential to yield data about different experiences with the pilot project. Furthermore, it has the benefit of avoiding the potential of focus groups to be dominated by few participants who know each other very well prior to focus group interviews.

On the day of the focus group interviews, all 16 principals were present and participated in the discussion. Of the 19 teachers who volunteered to participate in these discussions, only 17 were available. It is not clear whether the two absent volunteers were not able to attend the October 19th meeting or they ultimately decided not to participate in the focus groups even though they were present at the meeting.

A total of five focus groups were conducted. Two focus group interviews were conducted with administrators (two groups of eight) consisting of principals, assistant principals, a curriculum assistant principal, and an interim principal (see Appendix C, page 112 for focus group questions). Three focus group interviews were conducted with teachers (two groups of five and one group of seven) consisting of various grade level teachers, Title I teachers, and a special education teacher (see Appendix C, page 113 for focus group questions). Of the 17 teachers who participated in these interviews, 12 were in the advanced progression and the remaining five were either in the initial or intermediate progressions.

The duration of interviews for the five focus groups ranged from 43 to 65 minutes, for an average of approximately 51 minutes. All interviews were digitally recorded and later transcribed verbatim. Each interview transcript was then read multiple times and coded by emerging themes. Salient themes or issues were then identified and data were summarized.

## E-Document Review

We analyzed data from several electronic documents submitted by educators as required components of the revised evaluation system. All data were extracted from West Virginia Education Information System (WVEIS) on the Web (WOW) and provided by the WVDE Office of Information Systems.

### Student learning goals

To determine with an adequate degree of confidence the consistency and rigor of the educator evaluation goal-setting process, we investigated the following four questions:

- a. What percentage of goals were rigorous?
- b. What percentage of goals were comparable?
- c. What percentage of goals used two data points to demonstrate measurable progress?
- d. What percentage of goals included a collaborative component?

A total of 100 worksheets were randomly sampled from a population of 717 teachers who submitted the first of the two student learning goals in the beginning of SY 2011-2012. The sample size allowed for 95% confidence ( $\pm 6.3$ ). Samples were examined to ensure adequate representation by programmatic, grade, and progression levels, as well as subject(s) taught and SIG/non-SIG school distinctions (Tolerance: 5%-10% match).

The Office of Research, in consultation with staff from the Office of Professional Development, developed a rating rubric made up of 16 items focused on seven aspects of each worksheet. That is, the extent to which each goal (a) is SMART (i.e., strategic/specific, measurable, attainable, results oriented, and time bound), (b) uses a measure that employs two points in time, (c) is rigorous, (d) is comparable, (e) is collaborative in nature, (f) uses multiple measures, and (g) is met. (For a more detailed look at the rating dimensions see Appendix C, page 113.)

For the first four aspects of each worksheet the rubric utilized a four point scale to determine the degree to which each student learning goal worksheet fulfilled the requirement; *does not meet expectation*, *approaches expectation*, *fully meets expectation*, and *cannot be determined*. A simple *yes* or *no* response option was provided to determine whether or not a goal included a collaborative component. For the number of measures utilized by teachers, rubric response options included 1, 2, or 3. And finally, four response options were included to determine whether the goal was met: *no*, *yes*, *in progress*, and *cannot be determined*. (For a more detailed look at the scale descriptors see Appendix C, page 116.)

Four raters were trained to complete the rating rubric and establish interrater reliability using eight sample student learning goal worksheets. After the first training, two of the four raters were replaced and a second training was conducted. Krippendorff's alpha was used to calculate interrater reliability. Alpha coefficient (level of agreement) was .745 on six of the seven aspects used to rate the eight training worksheets, allowing us to draw tentative conclusions. On the remaining aspect (SMART), alpha coefficient was too low for conclusions to be drawn with any level of confidence.

The four raters were then paired in two groups and each group received 50 of the 100 sampled worksheets. Each rater scored their 50 papers *individually* using the method used in the training. Each rater pair then met to compare scores and come to *consensus* rating on each of the 50 worksheets. A representative from each pair submitted their 50 consensus scores via SurveyMonkey (see Appendix C, page 117). Raters also submitted their individual scores via a spreadsheet electronically to the WVDE Office of Research.

For the purpose of analysis *cannot be determined* ratings were omitted for the first four aspects of each worksheet. This is because *cannot be determined* responses on these aspects indicate that raters did not have the necessary background to assess this particular aspect of the goal. Descriptive statistics (frequency and central tendency) were interpreted.

## Observations

Regarding classroom observations, we wanted to know (a) the number of observations that took place by progression levels, and (b) the duration of an average observation. We requested and received a data set containing a record of each observation that took place during the pilot year in all 25 schools. Each observation record was identified by county, school, unique ID associated with each educator, progression level, and the length of the observation. We limited our investigation to educators for whom a summative evaluation was available at the end of the SY2011-2012. There were 259 teachers who fulfilled this criterion with a combined total of 833 observations. Descriptive statistics (frequency, central tendency, and cross tabulation) were interpreted.

### **Evidence collection**

Regarding evidence collection, we wanted to know what types of evidence were submitted for each critical standard element by educators. We requested and received a data set containing frequency counts of evidence type submissions from all pilot schools for each critical standard element. Descriptive statistics (frequency and central tendency) were interpreted.

### **Relationship among the six professional standards**

To examine the relationship among the six professional teaching standards we requested and received 696 unique and complete evaluation records from the Office of Information Systems. For each educator we received (a) overall ratings submitted by evaluators for each of the six standards, (b) ratings for the 15 critical standard elements, (c) ratings for each of the two student learning goals, (d) a rating for school-wide growth, (e) an overall rating for each educator. Of 696 records, 589 were for educators in SIG schools.

Using summative evaluation scores ( $N = 696$ ), we calculated Pearson's correlation coefficient ( $r$ ) to measure the strength of the relationship among the six professional standards. We used factor analysis to provide preliminary data regarding the number of distinct components being measured in WV's teacher evaluation system. We used principal components analyses (PCA) with Varimax rotation.

### **Range of teacher effectiveness**

To examine significant differences in summative ratings among subgroups, we used the complete evaluation records for 696 educators provided by the Office of Information systems. We interpreted descriptive statistics (frequency, central tendency, and cross tabulation) and used chi-square to test a hypothesis that there were no statistically significant differences among subgroups, for example, progression levels, schools, programmatic levels, counties, and SIG vs. non-SIG schools.

**Table 5. Evaluation Research Questions and Data Sources**

Evaluation questions	Source of data
1. To what extent have participating schools successfully implemented the evaluation system with fidelity?	
a. Consistency and rigor of observations	E-document review
b. Consistency and rigor of evidence collection	E-document review
c. Consistency and rigor of goal-setting process	E-document review
d. Did evaluators schedule and conduct a conference with educators within 10 days following observations to provide feedback?	Midyear survey
e. What percentage of educators complied with deadlines for completing the following system components (i) self-reflection, (ii) observation, (iii) student learning goals, and (iv) summative evaluation?	E-document review
2. To what extent has the evaluation system resulted in professional growth among educators?	
a. To what degree did the various components of the evaluation system contribute to professional growth among educators?	End-of-cycle survey
b. Retrospective pre/post assessment of knowledge and practice.	End-of-cycle survey
3. What are the relationships among the six professional standards?	
a. What are the relationships among the five teaching standards?	E-document review
b. What is the relationship between the two performance standards?	E-document review
c. What is the relationship between the five teaching and the sixth performance standard?	E-document review
d. What are the relationships between the summative rating and each of the five professional teaching standards and the two performance standards?	E-document review
e. How many distinct components are measured in WV's Educator Evaluation System?	E-document review
4. What facilitators and barriers were encountered during the implementation of the evaluation system?	
a. Were caseloads too high?	Principal midyear survey Focus group
b. How much time does it take?	Midyear survey
c. Perception of the evaluation system	End-of-cycle survey
d. Technology	Post-PD survey Midyear survey Focus groups
5. To what extent is the training and support provided to educators sufficient to support implementation of the system?	
a. Effectiveness of training provided by the WVDE.	Post-PD survey End-of-Cycle survey
b. Effectiveness of support provided by school administrators.	Post-PD survey End-of-Cycle survey
6. What is the range of teacher effectiveness ratings that is observed at the conclusion of the pilot?	
a. By progression	E-document review
b. By school	E-document review
c. By county	E-document review
d. By programmatic level	E-document review
e. SIG vs. non-SIG	E-document review



## Results

Results of the various investigations included in this study are organized by evaluation question (EQ), beginning with EQ1.

### Evaluation Question 1

EQ1. To what extent have participating schools successfully implemented the evaluation system with fidelity?

To investigate this question we examined (a) the consistency and rigor of observations, (b) the consistency and rigor of evidence collection, (c) the consistency and rigor of goal-setting process, (d) whether or not evaluators scheduled and conducted a conference with educators within 10 days following observations to provide feedback, and (e) what percentage of educators complied with deadlines for completing the following system components (i) self-reflection, (ii) observation, (iii) student learning goals, and (iv) summative evaluation?

To examine the first three subquestions and the last, we reviewed electronic documents in West Virginia Education Information System (WVEIS) On the Web (WOW) submitted by educators for whom a summative rating was available. To answer the second to last question we conducted a midyear survey.

#### Consistency and rigor of observations

Regarding classroom observations, we wanted to know (a) how many observations took place by progression levels, and (b) the duration of an average observation. We limited our investigation to educators for whom a summative evaluation and at least one documented observation were available at the end of the SY2011-2012. There were 259 teachers who met these criteria with a combined total of 833 observations.

Although classroom observations were not required for teachers in the advanced progression, eight (1.8%) of teachers in this progression had at least one observation (Table 6). All teachers in the other two progression levels (N = 251) also had at least one observation. In the inter-

mediate progression level 79 out of 81 (97.5%) of teachers had the minimum number of required observations (two) while only 142 out of 170 (83.5%) of teachers in the initial progression had the minimum number of required observations (four, Table 6). In sum, 30 (11.9%) teachers for whom classroom observation was a required component of the evaluation process received a summative evaluation without the adequate number of observations.

**Table 6. Number of Observations by Progression Level**

Progression level	Number of observations					Total
	1	2	3	4	5	
Total	9	95	9	143	2	259
Advanced	4	3	1	0	0	8
Intermediate	2	72	4	3	0	81
Initial	3	21	4	140	2	170

In terms of length of observations, all observations of teachers in the advanced progression and about 90% of observations in the intermediate and initial

**Table 7. Observations by Duration and Progression Level**

Progression track	Percent of observation by number of minutes							
	0	20	30	40	50	60	61 & over	Total
Advanced	0.0	0.0	87.5	12.5	0.0	0.0	0.0	100.0
Intermediate	2.5	0.0	66.3	20.0	5.0	5.0	1.3	100.0
Initial	3.5	0.6	62.4	24.1	5.9	1.8	1.8	100.0

observations lasted 40 minutes or less (Table 7). While the number of observations with zero minutes was included in the calculation of the average duration of observations for each progression level, it should be noted that these values were likely due to data entry error by the administrator.

### Consistency and rigor of evidence collection

We originally proposed two evaluation questions to investigate the consistency and rigor of evidence collection: (a) what types of evidence were submitted? and (b) how did evaluators assess the quality of the evidence provided by teachers? Due to time constraints we were unable to conduct focus group interviews with administrators in the latter stages of the pilot year and thus we are unable to answer the latter evaluation question.

The tables provided below are based only an analysis of a list of recommended evidence types for each critical element developed by the West Virginia Department of Education (WVDE). Teachers had the discretion to submit evidence types that were not recommended but these are not included below. What is provided is the frequency of evidence types noted as observed during classroom observations or submitted as tangible items

**Table 8. Evidence Type Submitted: Standard 1**

Evidence type	Critical element		
	1.1 (N = 1332)	1.2 (N = 1122)	1.3 (N = 1272)
Total (Percent)	100	100	100
Anecdotal records	4.7	3.9	4.4
Assessment data	9.4	10.1	15.3
Assessments	11.7	12.1	17.5
Collaboration with stakeholders	8.6	7.5	6.3
Communication with stakeholders	7.1	6.5	6.1
Experiential learning	3.8	3.7	2.8
Interventions	7.5	7.4	8.0
Lesson plans, unit plans, course syllabi	19.0	23.4	11.8
Portfolio	2.8	2.0	2.5
School community involvement	5.6	5.3	8.1
Student feedback	9.2	9.3	9.9
Student work samples	10.7	8.8	7.3

or artifacts of evidence for any component of the evaluation system for each of the 14 critical elements (CEs) that delineate the first five professional teaching standards (Table 8 through Table 12). For all 14 critical elements combined, we found a total of 15,783 indications of evidence.

It should also be noted here that due to the mechanism by which evidence submissions were documented, we were unable to disaggregate types of evidence submitted by the purpose for which they were intended. In other words, we cannot disaggregate evidence

submitted to supplement classroom observations from those submitted to validate progress of student learning goals.

For CEs 1.1 and 1.2 (see Appendix A, page 52), lesson and unit plans and course syllabi were most frequently used, by a comfortable margin (19.0% and 23.4%, respectively), to determine *level of knowledge of content areas* (CE 1.1) and *standards-driven instruction using state-approved curricula* (CE 1.2; Table 8). For CE 1.3, assessment types (17.4%), and assessment data (15.3%) were most frequently chosen as evidence types utilized to determine the *use of a balance assessment approach to guide student learning*.

**Table 9. Evidence Type Submitted: Standard 2**

Evidence type	Critical element		
	2.1 (N = 1402)	2.2 (N = 938)	2.3 (N = 1210)
Total (Percent)	100	100	100
Anecdotal records	4.9	4.4	3.5
Assessment data	6.5	2.9	5.5
Assessments	6.8	3.1	7.4
Classroom rules and procedures	6.7	27.0	10.3
Collaboration with stakeholders	7.6	8.4	6.6
Communication with stakeholders	7.3	10.7	7.3
Experiential learning	3.5	2.2	4.6
Interventions	10.6	6.7	7.9
Lesson plans, unit plans, course syllabi	12.3	6.6	13.7
Observation	10.9	13.3	9.8
Portfolio	1.4	0.9	1.2
School community involvement	7.6	8.2	7.6
Student feedback	7.6	2.8	7.3
Student work samples	6.3	2.9	7.3

For CE 2.1, three types of evidence were chosen most frequently to determine teachers' ability to *understand and respond to the unique characteristics of learners*. The three evidence types comprise about one third of all evidence types noted for this CE, and they were: (a) lesson and unit plans and course syllabi, 12.3%, (b) observation, 10.9%, and (c) intervention, 10.6%. Classroom rules and procedures were chosen most frequently by a significant margin (27.0%) as evidence of teachers' capacity

to *establish and maintain a safe and appropriate learning environment* (Table 9). Lesson and unit plans and course syllabi (13.7%); classroom rules and procedures (10.3%); and observation (9.8%) were the most frequently used evidence types to determine teachers' ability to *establish and maintain a learner-centered culture* (Table 9).

Lesson and unit plans and course syllabi were the most frequently submitted evidence types for the *use of a variety of research-based instructional strategies* by teachers (CE 3.1, 18.0%) and *ability to motivate and engage students in learning, problem solving and collaboration* (CE 3.2, 14.7%). The ability to motivate and engage students was also noted through classroom observations and student feedback, albeit to a lesser extent (10.6% and 10.1%, respectively) (Table 10). The ability of teachers' to effectively *modify instruction to meet the needs of all students based on a variety of assessments and student responses* (CE 3.3) was supported by assessment data (14.3%), types of assessments used (14.2%), and lesson and unit plans and course syllabi (12.9%) (Table 10).

**Table 10. Evidence Type Submitted: Standard 3**

Evidence type	Critical element		
	3.1 (N = 1196)	3.2 (N = 1196)	3.3 (N = 1275)
Total (Percent)	100	100	100
Assessment data	6.4	5.4	14.3
Assessments	6.9	5.7	14.2
Classroom rules and procedures	4.8	6.9	3.1
Collaboration with stakeholders	7.8	7.9	5.6
Communication with stakeholders	6.4	7.1	5.7
Experiential learning	5.4	5.6	2.3
Interventions	7.8	6.2	8.8
Lesson plans, unit plans, course syllabi	18.0	14.7	12.9
Observation	8.2	10.6	8.6
Portfolio	2.2	1.6	1.9
School community involvement	6.8	9.5	8.9
Student feedback	7.7	10.1	8.1
Student work samples	11.8	8.6	5.7

**Table 11. Evidence Type Submitted: Standard 4**

Evidence type	Critical element	
	4.1 (N = 925)	4.2 (N = 904)
Total (Percent)	100	100
Anecdotal records	5.9	4.5
Collaboration with stakeholders	11.0	20.8
Communication with stakeholders	9.5	16.8
Lesson plans, unit plans, course syllabi	7.9	8.3
Mentoring	6.1	6.1
Observation	7.9	7.1
Portfolio	3.4	2.0
Professional development experience	29.1	18.7
Professional teacher recognition	4.8	3.3
School community involvement	3.9	3.4
Student feedback	4.1	3.0
Student work samples	6.5	6.0

A little less than a third of all evidence chosen to determine the degree to which teachers engaged in *professional development for self-renewal to guide continuous examination of improvement of professional practice* (CE4.1) was professional development experience (29.1%) (Table 11). Over half of all evidence used to indicate to the extent to which teachers' actively engaged in *collaborative learning opportunities for self-renewal with colleagues* came from three sources and these were evidence of collaboration with stakeholders (20.8%), professional development experience (18.7%), and communication with stakeholders (16.8%) (Table 11).

Over half of all evidence used to indicate to the extent to which teachers' *participate in school-wide collaborative efforts to support the success of all students* (CE 5.1) came from four sources and these were evidence of collaboration with stakeholders (14.4%), technology integration (13.0%), communication with stakeholders (12.9%), and professional development experience (12.2%) (Table 12). Evidence for the *promotion of practices and*

*policies that improve school environment and student learning* (CE 5.3) also came these four sources; technology integration (13.3%), collaboration with stakeholders (12.8%), communication with stakeholders (12.1%), and professional development experience (10.3%) (Table 12). Evidence of technology integration (19.0%), communication with stakeholders (17.0%), and to a lesser extent, evidence of collaboration with stakeholders (12.1%), made up nearly half of all evidence types used to determine the extent to which teachers worked with parents, guardians, families and community entities to support student learning and well-being (Table 12).

**Table 12. Evidence Type Submitted: Standard 5**

Evidence type	Critical element		
	5.1 (N = 1070)	5.2 (N = 916)	5.3 (N = 1025)
Total (Percent)	100	100	100
Anecdotal records	4.6	6.9	4.1
Assessment data	4.4	3.5	4.0
Assessments	4.1	2.9	4.3
Collaboration with stakeholders	14.4	12.4	12.8
Communication with stakeholders	12.9	17.0	12.1
Experiential learning	1.7	1.4	2.0
Interventions	3.9	4.3	5.3
Lesson plans, unit plans, course syllabi	6.3	3.8	5.2
Mentoring	3.9	4.3	3.8
Observation	7.4	5.6	8.0
Portfolio	1.2	1.1	1.7
Professional development experience	12.2	5.3	10.3
Professional teacher recognition	1.9	1.0	1.8
School community involvement	3.1	4.5	4.8
Student feedback	2.1	3.6	2.8
Student work samples	2.9	3.4	3.9
Technology integration	13.0	19.0	13.3

### Rigor and comparability of goal-setting

To determine, with an adequate degree of confidence, the consistency and rigor of the educator evaluation goal-setting process that was used within the pilot schools we posed the following four questions: (a) What percentage of goals were rigorous? (b) What percentage of goals were comparable? (c) What percentage of goals used two data points to demonstrate measurable progress? and (d) What percentage of goals included a collaborative component? We assessed a random sample of 100 worksheets that had been submitted by teachers to make the following assessments.

At least 90% of the sampled student learning goals submitted by teachers fully met the expectations for all three dimensions of *rigor* used to assess them (Table 13). Of the remaining goals in the sample, 7.3% failed to meet the expectations while 2% were rated to be above average but not ideal. On both dimensions of *comparability*, 89% of sampled goals fully met expectations while 8% failed to do so (Table 14).

**Table 13. Percent of Rigorous Goals**

Criteria	Does not meet expectation	Approaches expectation	Fully meets expectation	Total*
Average	7.3	2.0	90.7	
Assessment(s) used by teacher is aligned with WV content standards and objectives.	8.0	2.0	90.0	100.0
Assessment(s) used by teacher is challenging to all learners.	7.0	3.0	90.0	100.0
Assessment(s) used by teacher is fair and equitable to all learners.	7.0	1.0	92.0	100.0
*excludes 'cannot be determined' ratings				

**Table 14. Percent of Comparable Goals**

Criteria	Does not meet expectation	Approaches expectation	Fully meets expectation	Total*
Average	8.0	3.0	89.0	
Measure(s) used by teacher can be employed in the same manner by other teachers in similar contexts.	8.0	3.0	89.0	100.0
Measure(s) is likely to consistently assess performance in other similar contexts.	8.0	3.0	89.0	100.0
*excludes 'cannot be determined' ratings				

Regarding the student learning goals inclusion of *two data points*, review of the sample worksheets indicated that only about half (51%) contained clearly defined strategies to achieve student learning goals proposed (Table 15). Furthermore, only 60% of the worksheets reviewed utilized appropriate baseline data while 71% of goals allowed for an adequate amount of time between data points for appropriate instruction and assessment. With only an average of 60.7% of sampled goals fully meeting expectation, this aspect of student goal setting appears to be the weakest point of the process for teachers (Table 15).

**Table 15. Percent of Goals Utilizing Two Data Points**

Criteria	Does not meet expectation	Approaches expectation	Fully meets expectation	Total*
Average	10.7	28.7	60.7	
The teacher allowed for an adequate and appropriate amount of time between data points to design and implement instruction and assessment.	13.0	16.0	71.0	100.0
The teacher proposed to use data from an appropriate baseline data given the goal.	10.0	30.0	60.0	100.0
The teacher planned logical strategies to achieve goal.	9.0	40.0	51.0	100.0
*excludes 'cannot be determined' ratings				

Of the 100 sampled goals, 78% included *collaboration* as key component of student learning goals (Table 16). In addition to collaboration with other teachers of similar content areas, teachers noted plans to collaborate with Title I teachers, and other specialists to share ideas on instructional strategies and monitor progress of students. Additionally, few goals noted plans to collaborate with students and parents. Special education teachers frequently noted plans to collaborate with general education teachers.

**Table 16. Percent of Goals with a Collaborative Component**

Did the goal include a collaborative component?	Percent
Total	100.0
Yes	78.0
No	22.0

**Table 17. Number of Measures Used**

How many measures did the teacher use to assess propose goal?	Percent
Total	100.0
1	71.0
2	14.0
3	15.0

The large majority of teachers (71%) elected to use data from a single measure to assess the progress of their student learning goal (Table 17). Regardless of the number of measures used, Acuity, DIBELS, WESTEST 2, and teacher-made assessments were most frequently used to assess progress of student learning goals.

Only slightly more than half (55%) of worksheets were finalized by May 15<sup>th</sup>, 2012, which was the deadline to submit evidence for student learning goals (Table 18). For the remaining 45% of sampled goals, data were not provided to determine if the student learning goal was met. Out of 55 sampled goals for which some information was available for interpretation, 10 (18.2%) goals (10% overall) utilized measures (e.g., WESTEST 2) for which data were not available prior to the deadline to submit evidence for student learning goals. Overall, only 23% of sampled teachers were determined to have met their student learning goals, while a similar proportion (22%) failed to meet their goals.

**Table 18. Percent of Goals that were Achieved**

Was the student learning goal met?	Percent
Total	100.0
No	22.0
Yes	23.0
In progress	10.0
Cannot be determined	45.0

### Post-observation conferences

To answer the question, “Did evaluators schedule and conduct a conference with educators within 10 days following observations to provide feedback?,” teachers in the initial and intermediate progressions were asked, in the midyear survey, if they have had a post-observation conference with their principal/assistant principal during the fall semester. Of 218 teachers, 162 (74.3%) respondents said *yes*, 12.8% said *no*, and 12.8% said “[their] principal/assistant principal did not conduct an observation in [their] classroom in the fall semester.” Of those who responded *yes* to the question, 161 of 162 (99%) indicated that the conference took place within 10 days of the observation. Of those who have had a post-observation conference, 132 out of 162 or 81.5% said the conference lasted 30 minutes or less.

## **Deadlines for the completion of evaluation system components**

As one measure of implementation fidelity, we sought to determine the extent to which pilot participants met specified deadlines for completing components of the evaluation process including: (a) self-reflection, (b) observation, (c) student learning goal setting, and (d) summative evaluations. Our analysis for each component is detailed below.

### ***Self-reflection***

During the pilot year, only teachers in the advanced progression level were required to complete a self-reflection. Interestingly, despite the fact that the self-reflection component was not applicable to initial and intermediate progression teachers during the pilot year, our dataset contained self-reflection records for five intermediate progression teachers. It is unclear how these educators were able to complete the self-assessment. It is possible they were initially designated as advanced, and later changed to intermediate. The self-reflection component was to be completed by November 1, 2011.

Of the 447 educators with a self-reflection record in the online system, almost one third (31%) had a self-reflection record that was completed prior to the deadline; 54% completed their self-reflection by the end of November 2011; and approximately 82% by May 31, 2012, one day before the final summative evaluation was due. The remaining approximately 18% of all self-reflections were completed after the final date for the completion of the summative evaluation—June 1, 2012.

Failure to meet the initial deadline for the self-reflection for approximately 70% of educators could be attributed to several factors, including a later-than-anticipated start of the pilot in many schools or lack of clear communication about the deadline. The fact that so many self-reflections were completed after the deadline for the completion of the final summative evaluation reflects a need to better monitor the system to enforce compliance.

### ***Student learning goals***

Regardless of progression, each educator was required to set two student learning goals. The deadline for submitting these goals was November 1, 2011. One difficulty in estimating compliance with meeting this deadline is the fact that the online system only records a date stamp that indicates the last time each goal was modified. Since no restriction was placed upon educators' ability to re-enter the system and edit their student learning goals during the pilot year, the best we can do is provide information about the percentage of educators that finalized their goals by this deadline and did not revisit those goals later during the pilot year. This is a considerable limitation because we cannot determine the number of goals that were initiated before the deadline, but later revisited.

We examined both educator- and goal-level data files—that is, two files where records either represented educators or goals, respectively. The educator-level file contained 716 records, one per educator. Upon examination, we found that 81 educators had completed both of their goals by November 1, 2011 and did not later revisit those goals during the school year (11%); 28 educators had completed one of the two required goals by this time and did not later revisit them (4%); and the remaining 607 educators had either not com-

pleted either of the required goals at this time or revisited their goals at a later date to edit them after the deadline (85%).

The goal-level dataset we received contained 1,433 records, one for each goal. We found that approximately 20% of goals were finalized by the deadline and not revisited later; only 38% of goals were finalized by the end of November 2011; 45% were finalized by the end of the first semester (i.e., December 2011); and 87% were finalized by May 31, one day before the final summative evaluation was due. The remaining 13% were finalized after the final date for the completion of the summative evaluation—June 1, 2012.

These findings suggest that up to 80% of student learning goals set by educators were either entered for the first time after the final deadline or revisited at some point during the pilot year. Either way, this indicates a strong need to establish a protocol for goal revision.

### **Observation**

Educators in the initial and intermediate progressions were required to have four and two observations throughout the pilot year, respectively. Four deadlines were set for each observation period. They were as follows: observation 1, to be completed by November 1, 2011; observation 2, to be completed by January 1, 2012; observation 3, to be completed by March 1, 2012; and observation 4, to be completed by May 1, 2012.

The online system contained 189 records for educators in the initial progression. Of those, 168 (89%) had at least one observation conducted before November 1, 2011; only three had two observations conducted by January 1, 2012 (1%); one had three observations by March 1, 2012 (less than 1%), and none had four observations by May 1, 2012.

The observation file contained 85 records for educators in the intermediate progression. Of those, 38 (45%) had at least one observation conducted before November 1, 2011; only one had two observations conducted by January 1, 2012; only one had two observations by March 1, 2012, and only two had two observations by May 1, 2012.

### **Summative evaluation**

All evaluators had to finalize the summative evaluations for educators in their schools by June 1, 2012. Our data file contained 719 records, one per educator. We found that only 43% of educators had their evaluations finalized by the initial due date. Approximately 68% were complete by the end of June 2013, and the remaining 32% were finalized either well into the following school year (26%) or not at all (6%).

## **Evaluation Question 2**

EQ2. To what extent has the evaluation system resulted in professional growth among educators?

To determine the extent to which the new evaluation system contributed to educator professional growth, several items were included in the end-of-cycle survey.

### **Contribution of system components**

Seven items on the end-of-cycle survey asked teachers to rate the degree to which the various major components of the system impacted them positively. The components asked

about included self-reflection and student-learning-goal setting; the professional teaching standards rubric; and feedback from administrators about self-reflection, goals, and classroom observations. Teachers were asked to rate the level of positive impact of these components using a 4-point scale: *1* (no positive impact), *2* (little positive impact), *3* (moderate positive impact), or *4* (high positive impact). A response option of *not applicable* was provided but excluded from analysis.

Approximately half of respondents indicated that each of the components had a moderate positive impact (Table 19). Additionally, about a third of teachers (31.7%) indicated the various components have had a high positive impact on them as educators. Overall, at least 75% of teachers rated each component of the system to have had at least a moderate level positive impact. The process of self-reflection and the process of setting student learning goals were the two highest rated components in terms of their positive contribution to educators (83.2% of teachers in advanced progression and 83.7% of all teachers, respectively). The process of compiling evidence to support self-reflection, observations, and progress of student learning goals was rated lowest but still remained high.

**Table 19. Teachers Perception of Positive Impact of Various System Components**

Survey item	No positive impact	Little positive impact	Moderate positive impact	High positive impact	Number of respondents
Self-reflection	5.4	9.6	53.9	29.3	167*
Setting student learning goals	5.1	11.2	49.8	33.9	277
Feedback from administrators regarding student learning goals	7.0	13.6	48.7	30.8	273
Feedback from administrators during post-observation conference(s)	7.1	13.4	49.1	30.4	112**
The process of compiling supporting evidence	7.1	15.7	46.1	31.1	267
Professional teaching standards	5.4	14.4	47.1	33.1	278
Feedback from administrators at end-of-year conference	7.4	11.5	47.6	33.5	269

\*Only teachers in the advanced progression

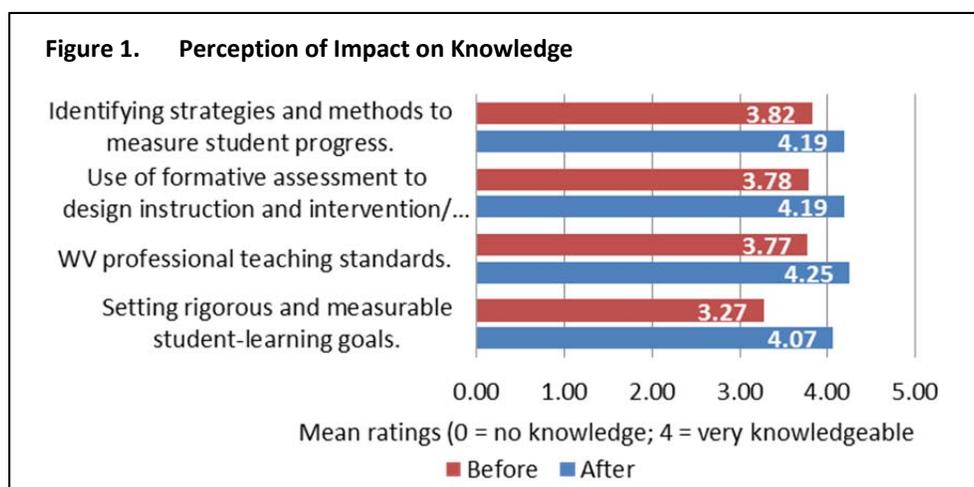
\*\*Only teachers in the intermediate and advanced progression

## Retrospective pretest/posttest

We also included a retrospective pretest/posttest with nine items to gauge the impact of the system on teachers' level of knowledge and frequency of use of various effective instructional strategies. Four items assessed gains in knowledge and the remaining five items gauged increases in frequency of practice due to participation in the new evaluation system.<sup>4</sup>

For the knowledge items, respondents rated their level of knowledge before and after participating new evaluation system for the full pilot year, including (a) setting rigorous and measurable student learning goals, (b) use of formative assessment to design instruction and intervention/enrichment, (c) identifying strategies and methods to measure student progress, and (d) WV Professional Teaching Standards. Respondents were asked to use a 5-point scale, ranging from 0 (no knowledge) to 4 (very knowledgeable).

On all four items, teachers rated their level of knowledge higher after participating in the pilot year, and all results were statistically significant in the expected direction (Figure 1). The largest mean gain was for *setting rigorous and measurable student learning goals*. Their mean before-participation rating for this item was 3.27 ( $SD = .06$ ) with an after-participation mean rating of 4.07 ( $SD = .04$ ) for a difference of .80 (Table 20). Conversely, there appeared to be a comparatively small knowledge gain for *identifying strategies and methods to measure student progress*. On average, teachers rated their before-participation knowledge on this item at 3.82 ( $SD = .05$ ) compared to 4.19 ( $SD = .04$ ) after-participation for a difference of .36 (Table 20).



Respondents were also asked to rate the frequency with which they practiced selected effective instructional strategies before and after participating in the evaluation system for the pilot year, including (a) setting rigorous and measurable student learning goals, (b) self-reflection of strength and weaknesses of teaching practice, (c) use of formative assessment to

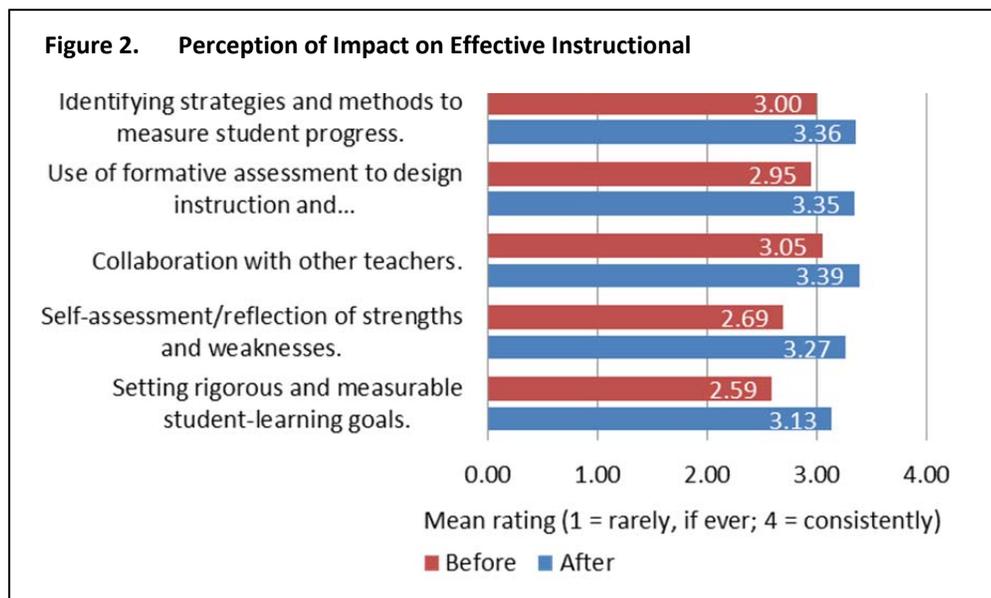
<sup>4</sup> It should be noted that retrospective pretest/posttest items have some limitations or threats to validity. For example, participants may not accurately recall their level of knowledge prior to participation in the pilot project. Further, respondents may indicate change or improvement to fit their own expectations or those of the researchers, even if it did not occur.

design instruction and intervention/enrichment, (c) identifying strategies and methods to measure student progress, and (d) collaboration with other teachers. Respondents were asked to use a 4-point scale, selecting 1 (rarely, if ever), 2 (sometimes), 3 (often), and 4 (consistently).

**Table 20. Improvement in Knowledge and Practice of Elements for Professional Teaching Standards**

Knowledge	Mean difference	SD	t	df	Sig. (2-tailed)
<b>Change in knowledge</b>					
Setting rigorous and measurable student-learning goals WV professional teaching standards	0.80	0.92347	-14.561	284	.000
Use of formative assessment to design instruction and intervention/enrichment	0.48	0.79046	-10.134	283	.000
Identifying strategies and methods to measure student progress	0.41	0.694	-9.901	284	.000
<b>Change in practice</b>					
Setting rigorous and measurable student-learning goals	0.55	0.72057	-12.727	281	.000
Self-assessment/reflection of strengths and weaknesses in regards to teaching practice	0.57	0.7329	-13.163	281	.000
Collaboration with other teachers	0.34	0.61707	-9.168	281	.000
Use of formative assessment to design instruction and intervention/enrichment	0.40	0.60821	-10.926	278	.000
Identifying strategies and methods to measure student progress	0.36	0.63442	-9.497	280	.000

Teachers indicated that they practiced all five elements of effective instructional strategies *often* (3.0 or higher) at the time of the survey (a year after participating in the pilot) compared to practicing only two of the five items prior to participation (Figure 2). All results were statistically significant in the expected direction. Two elements, *self-reflection* and *setting rigorous and measurable student learning goals*, showed the largest mean gains (Table 20). On average, teachers rated the frequency of their use of *self-reflection* before



participating in the pilot ( $M = 2.69$ ,  $SD = .05$ ) lower (by more than half a scale point at 0.57) compared to after ( $M = 3.27$ ,  $SD = .04$ ). Likewise, on average, teachers rated the frequency with which they *set rigorous and measurable student-learning goals* prior to participation in the pilot project ( $M = 2.59$ ,  $SD = .05$ ) lower (by more than half a scale point lower at 0.55) compared to after ( $M = 3.13$ ,  $SD = .04$ ).

### Evaluation Question 3

EQ3. What is the relationship among the six professional standards?

To investigate this question we examined (a) the relationships among professional teaching Standards 1–5, (b) the relationship between the two components of performance Standard 6, (c) the relationships between each of the professional teaching standards (Standards 1–5) and performance Standard 6, and (d) the relationships between the summative rating and Standards 1–5. Finally, we wanted to know the number of distinct components measured in West Virginia’s Educator Evaluation System.

We used Pearson’s correlation coefficient ( $r$ ) to measure the strength and direction of the relationships among the six professional standards. A positive relationship indicates that if one variable increases the other also increases or conversely, as one variable decreases the other also decreases. A negative relationship indicates that when one variable increases the other variable decreases. An  $r$  value between  $\pm .1$  and  $\pm .29$  indicates a weak relationship; an  $r$  value between  $\pm .3$  and  $\pm .49$  is considered to be a moderate relationship; and an  $r$  value of  $\pm .5$  or higher indicates a strong relationship.<sup>5</sup> We emphasize here that correlation *does not* infer a causal relationship between the two variables.

Furthermore, although some of differences between SIG and non-SIG schools are interesting, we advise caution in interpreting them as meaningful given the very small sample of educators from non-SIG schools that participated in the pilot project. Continued monitoring is necessary at the conclusion of the expanded pilot to assess if these differences persist.

#### Correlations among the five professional teaching standards

Overall, the five professional teaching standards were strongly and positively correlated with each other (Table 21 and Table 22). When examining data from educators in all schools in aggregate, the strongest relationships were observed between Standard 3 and Standards 1 ( $r = .64$ ) and 2 ( $r = .65$ ; both  $p < .001$ ) as well as between Standards 4 and 5,  $r = .61$ ,  $p < .001$  (Table 21). The strength of relationships among the five standards was similar when data from educators in non-SIG schools were omitted from the analysis (Table 23).

On the other hand, when examining only the data from educators in non-SIG schools, the results differed. The most notable differences were observed in the relationships between Standard 5 and Standards 1 ( $r = .73$ ); 2 ( $r = .71$ ); and 4 ( $r = .68$ ; all  $p < .001$ ; see Table 22).

<sup>5</sup> See Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*, 2nd ed. Hillsdale, NJ: Erlbaum.

**Table 21. Relationship Among Professional Teaching Standards—All Schools**

Standard	Standard				
	1	2	3	4	5
1		.578	.641	.506	.549
2	.578		.652	.545	.571
3	.641	.652		.548	.550
4	.506	.545	.548		.609
5	.549	.571	.550	.609	

All correlations are statistically significant at  $p < .001$

**Table 22. Relationship Among Professional Teaching Standards—Non-SIG Schools**

Standard	Standard				
	1	2	3	4	5
1		.623	.579	.587	.726
2	.623		.618	.534	.708
3	.579	.618		.558	.573
4	.587	.534	.558		.677
5	.726	.708	.573	.677	

All correlations are statistically significant at  $p < .001$

**Table 23. Relationships Among Professional Teaching Standards—SIG Schools**

Standard	Standard				
	1	2	3	4	5
1		.571	.657	.493	.511
2	.571		.658	.546	.544
3	.657	.658		.547	.548
4	.493	.546	.547		.595
5	.511	.544	.548	.595	

All correlations are statistically significant at  $p < .001$

These correlations were slightly stronger for educators in non-SIG schools than for educators in all and SIG schools alone. Results for non-SIG educators also illustrated strong positive relationships between Standard 2 and Standards 1 ( $r = .62$ ) and 3 ( $r = .62$ ; both  $p < .001$ ). The relationship between Standards 2 and 1 was stronger for educators in non-SIG schools than for educators in all or SIG schools alone. However, the correlation between Standards 2 and 3 was slightly lower.

### Correlations between each of the five professional teaching standards and the two parts of performance Standard 6

Results from correlation analysis showed that teachers' two student learning goals were largely and positively correlated with each other ( $r = .73$ ,  $p < .001$ ; Table 24). The correlation remained large for educators in SIG and non-SIG schools alike. Student learning goal

**Table 24. Relationship Between the Two Performance Standards—All Schools**

Standard	Standard		
	6.1a	6.1b	6.2
6.1a		.727*	.103*
6.1b	.727*		.088**
6.2	.103**	.088**	

\*Correlation is statistically significant at  $p < .001$

\*\*Correlation is statistically significant at  $p < .05$

ratings, on the other hand, were not correlated with school-wide growth among SIG schools (Table 25), whereas the correlation was very small, but positive and statistically significant among all schools and small, positive, and statistically significant in non-SIG schools (Table 26). Again, we strongly advise against attributing much to these differences among groups until a larger and more representative set of data become available.

**Table 25. Relationship Between the Two Performance Standards—SIG Schools**

Standard	Standard		
	6.1a	6.1b	6.2
6.1a		.708*	.055 ns
6.1b	.708*		.037 ns
6.2	.055 ns	.037 ns	

\*Correlation is statistically significant at  $p < .001$ 

ns - Correlation is not statistically significant

**Table 26. Relationship Between the Two Performance Standards—Non-SIG Schools**

Standard	Standard		
	6.1a	6.1b	6.2
6.1a		.797*	.249**
6.1b	.797*		.255**
6.2	.249**	.255**	

\*Correlation is statistically significant at  $p < .001$ \*\*Correlation is statistically significant at  $p < .05$ .

When examining ratings for Standard 6 in aggregate (with two student learning goals and school-wide growth considered a single construct) and when educators from all participating schools were treated as a single group, correlation analysis revealed that Standards 1–5 each exhibited moderate and positive correlations with Standard 6 (Table 27). However, when the data were disaggregated by group (non-SIG, SIG), a significantly stronger positive correlation was observed between Standards 1–5 and Standard 6 for educators in non-SIG schools. Notably, the correlations we observed between Standard 6 and Standards 1, 4, and 5 were only moderate in magnitude when examining educators from all and SIG schools alone; these correlations were strong and positive when examining data from educators in only non-SIG schools.

**Table 27. Relationships Between Teaching and Performance Standards**

Standard	All schools	SIG schools	Non-SIG schools
	Standard 6 N = 698	Standard 6 N = 600	Standard 6 N = 98
1	.322	.271	.558
2	.294	.260	.449
3	.302	.270	.484
4	.311	.264	.519
5	.336	.269	.598

All correlations are statistically significant at  $p < .000$ 

When Standard 6 was disaggregated into its three constituent parts—two student learning goals (6.1a and 6.1b) and school-wide growth (6.2)—the correlations between Standards 1–5 and school-wide growth (Standard 6.2) were negligible and not statistically significant (Table 28). This was a surprising finding and merits additional investigation. The only exception to this finding was the correlation between Standard 1 and school-wide growth (Standard 6.2) when examining only educators from non-SIG schools. In this case, the correlation was small, positive, and statistically significant.

**Table 28. Relationships Between Teaching and Disaggregated Performance Standards**

Standard	Standard								
	All schools			SIG schools			Non-SIG schools		
	6.1a	6.1b	6.2	6.1a	6.1b	6.2	6.1a	6.1b	6.2
1	.384*	.375*	-.018 ns	.352*	.355*	-.069 ns	.567*	.498*	.273*
2	.339*	.347*	-.042 ns	.311*	.311*	-.060 ns	.487*	.425*	.020 ns
3	.382*	.357*	-.038 ns	.365*	.365*	-.057 ns	.498*	.485*	.075 ns
4	.345*	.356*	-.005 ns	.309*	.309*	-.045 ns	.524*	.468*	.188 ns
5	.355*	.319*	.035 ns	.305*	.305*	.003 ns	.577*	.565*	.151 ns

\*Correlation is statistically significant at  $p < .001$

ns - Correlation is not statistically significant

### Correlations between the summative evaluation rating and each of the six standards

Standards 1–5 were moderately to strongly and positively related to the overall summative rating (Table 29). This is not surprising considering the five teaching standards combined account for 80% of summative rating. Almost all correlations were higher among educators in non-SIG schools than among educators in all or SIG schools alone.

Performance on the student learning goals was moderately and positively related to the summative rating in all groups.

School-wide growth (on its own) had no meaningful statistical relationship with the overall summative rating. The correlation was almost nonexistent, except in non-SIG schools where there was a small, positive, and statistically significant correlation.

**Table 29. Relationships Between Summative Score and Teaching Standards and Learning Goal Standard**

Standard	All schools	SIG schools	Non-SIG schools
	Summative rating	Summative rating	Summative rating
1	.715*	.680*	.862*
2	.628*	.620*	.669*
3	.701*	.713*	.660*
4	.571*	.557*	.639*
5	.709*	.694*	.772*
6 (aggregate)	.458*	.406*	.657*
6.1a (SL goal 1)	.501*	.459*	.691*
6.1b (SL goal 2)	.484*	.454*	.616*
6.2 (S-W growth)	.070 ns	.027 ns	.256**

\*Correlation is statistically significant at  $p < .001$

\*\*Correlation is statistically significant at  $p < .01$

\*\*\*Correlation is statistically significant at  $p < .05$

ns – Correlation is not statistically significant

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## Distinct components measured in West Virginia’s Educator Evaluation System

We used factor analysis to provide preliminary data regarding the number of distinct components being measured in WV’s teacher evaluation system. We also used principal components analyses (PCA) with Varimax rotation. The PCA revealed two principal components, which accounted for approximately 60% of the overall variance. All 14 critical elements in Standards 1–5 loaded into a single component, which accounted for approximately 53% of the variance while the two student learning goals (Standards 6.1a and 6.1b) clustered together as a second component accounting for approximately 8% of the variance. Notably, the school-wide growth measure did not meet necessary statistical constraints to be included in the analysis (i.e., assumptions regarding measures of sampling adequacy were violated). We posited that this was likely due to limited variability across cases. Therefore, at this time we cannot determine if there is a third component being measured in the system.

### Evaluation Question 4

EQ4. What facilitators and barriers were encountered during the implementation of the evaluation system?

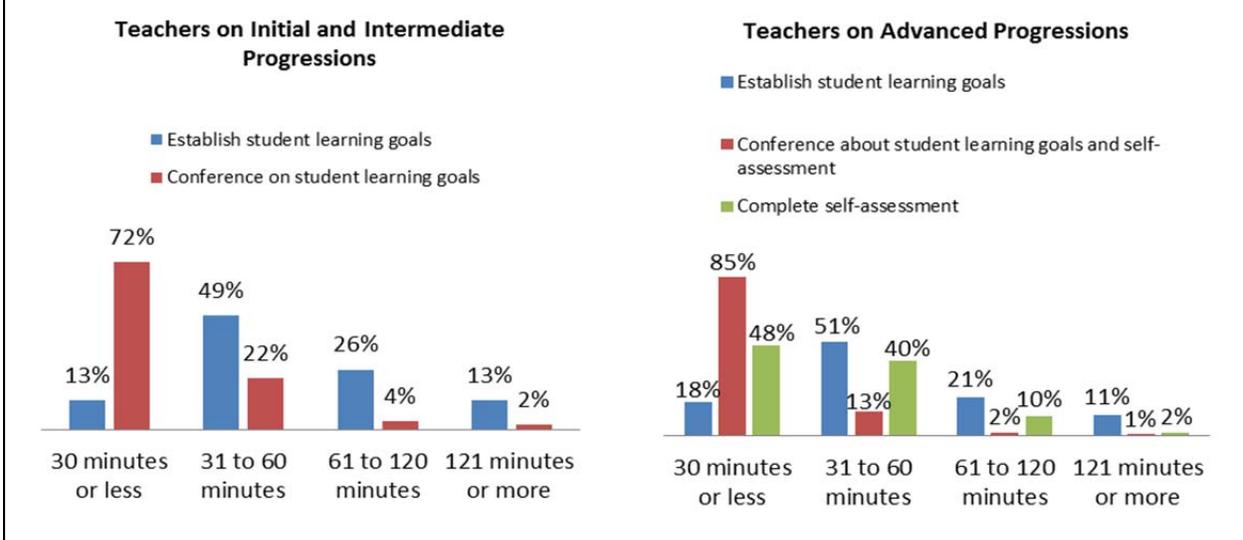
To examine this question, we investigated (a) how much time it took teachers to complete tasks associated with major components of the evaluation system, (b) whether caseloads were too high for administrators, (c) teachers’ perception of the system, and (d) usefulness of the online system.

#### Implementation Time

On the midyear survey, teachers were asked to indicate the amount of time it took for them to accomplish tasks related to the major components of the evaluation system. Of 421 respondents, approximately two thirds of all teachers indicated that it took them less than 60 minutes to establish student learning goals and identify strategies, measures, and evidence. The percentages are slightly lower for teachers on the initial and intermediate progression (62%), compared to teachers on the advanced progressions (68%, Figure 3).

Based on participant responses, the majority of student learning goals conferences took 30 minutes or less. The percentages of those requiring this brief amount of time are slightly higher for advanced teachers at 85%, compared to those in the initial and intermediate progressions combined at 72% (Figure 3). Overall, 94% of teachers in the initial and intermediate progressions and 98% of those in the advanced progression indicated that conferences lasted less than 60 minutes (Figure 3).

About half of respondents (48%) on the advanced progressions completed their self-assessment in 30 minutes or less and 88% completed it in 60 minutes or less (Figure 3). As noted previously, document review revealed that all observations of teachers in advanced progression and 87% of observations in the intermediate and initial observations lasted between 30 and 40 minutes.

**Figure 3. Amount of Time it Took Respondents to Complete Various Components of the System**

As for evidence collection, teachers on the initial and intermediate progressions indicated that it took them, on average, 51 minutes of actual labor time to compile the evidence they presented during post-observation conferences held in fall, 2011. On the other hand, teachers on the advanced progression who said they presented evidence supporting a distinguished rating on their self-reflection indicated it took, on average, 66 minutes of actual labor time to compile the evidence.

Comments to open-ended questions on both the midyear and end-of-cycle surveys indicate that some educators believed that requirements of the revised system involved extensive documentation and took too much time away from their daily responsibilities. Most pointed out that they were already tasked with too much work related to school improvement efforts, and the revised evaluation system added yet another set of expectations to an already overtasked school personnel.

### Caseload

During focus group interviews conducted in fall, 2011, administrators expressed concerns regarding the amount of time required from principals/assistant principals to adequately implement the system. This was especially true for SIG schools, which were already tasked with various other priorities related to the school improvement process. The concern was that the focus on the implementation of the new evaluation system would lead to the neglect of other crucial needs (and from the perspectives of some, more pressing needs) of their schools. There was a major concern that the pilot might negate any progress SIG schools had made in the previous year.

There was also a concern regarding the potential negative impact the changing role of principal's/assistant principals' from instructional leaders and coaches to administrative evaluators could have on schools.

On a midyear survey, administrators were asked if they were able to complete 10 tasks related to their role as evaluators under the revised evaluation system by deadlines

prescribed by the WVDE Office of Professional Development. Since the survey was administered in January of 2012, questions concerned relevant evaluation components with deadlines falling prior to December, 2011. Administrators who indicated that they were unable to complete certain tasks by the deadline cited amount of workload, unrelated to the revised system as well as other administrative responsibilities, as one of the reasons.

### Technology

The primary reason given by administrators for their inability to meet system deadlines in fall 2011 was difficulties related to technology. Focus group participants believed that the online system was not ready at the beginning of the pilot year. As a result, based on comments from focus group interviews with principals, assistant principals, and teachers it was very evident that technology problems negatively colored the experience for educators with the revised evaluation system at the beginning of the pilot year.

On the midyear survey for administrators, the vast majority of respondents (89%, N = 16) indicated that they had encountered technological issues with the online system. Of those who had encountered technological issues, 38% indicated that issues had been adequately addressed at the time of the survey. The remaining respondents indicated that technological issues had been addressed to some extent (50%) or had not been addressed (13%).

As for teachers, 158 out of 421 (37.6%) respondents to the midyear survey indicated they had encountered technological issues with the online system. Half of those who encountered technological issues related to the pilot (79 of 158, 50%) indicated the issues had been adequately addressed at the time of the survey, but the remaining half indicated they were still encountering technology issues.

### Perception of the system

On the end-of-cycle survey, three items were included designed to assess teachers' perception of the evaluation system using a 5-point scale: 1 (strongly disagree), 2 (disagree), 3 (neither agree or disagree), 4 (agree), or 5 (strongly agree). A total of 281 teachers responded to these survey items. Out of 281 respondents, 168 (59.8%) were teachers in the advanced progression, 46 (16.4%) were in the intermediate progression, and 67 (23.8%) were teachers in the initial progression (Table 30).

**Table 30. Teachers' Perception of Evaluation System Overall Impact**

Survey item	Strongly disagree and disagree	Neither agree or disagree	Strongly agree and agree	Number of respondents
I believe the new evaluation system has made a positive impact on me as an educator.	16.1	40.0	43.9	281
The new evaluation system promotes continuous professional growth.	11.6	34.0	54.4	281
The new evaluation system is supportive and constructive.	16.5	31.6	51.9	281

A little over half of respondents strongly agreed or agreed that the new evaluation system promotes continuous professional growth (54.4%) and that the system is supportive

and constructive (51.9%). On the other hand, less than half of respondents (43.9%) indicated that the evaluation system made a positive impact on them as educators (Table 30).

Analysis of responses by progression levels indicated that while teachers in the initial progression had similar views about the system with regard to the latter survey item, they had less favorable perceptions of the system's positive impact and its ability to promote continuous professional growth compared to teachers in the other two progression levels. Whereas 47.8% of teachers in the intermediate progression and 47.0% of those in the advanced progression indicated that the system had a positive impact, only 32.9% of those teachers in the initial progression had similar views. Also, only 43.3% of those in initial progression believed the system promotes continuous professional growth compared to 56.5% teachers in the intermediate and 59.3% of those in the advance progression levels.

On the end-of-cycle survey, we included six items to gauge the extent to which teachers perceive the revised system to be fair and transparent (Table 31). Approximately two thirds (64.1%) indicated that their final summative rating was fair with only 10% clearly dissatisfied with their rating. On the other only about half (49.5%) indicated that the mechanism by which the final summative rating is calculated is clear and transparent.

Less than half of respondents strongly agreed or agreed that it was fair or appropriate to evaluate teachers using results of student learning goals or standardized school-wide growth scores (Table 31). Teachers had a slightly more favorable view regarding the use of student learning goals to evaluate teacher effectiveness compared to standardized school-wide growth scores (40.4% and 27.8%, respectively).

**Table 31. Teachers' Perception of Fairness and Transparency of Revised System**

Survey item	Strongly disagree and disagree	Neither agree or disagree	Strongly agree and agree	Number of respondents
Final summative performance rating is fair.	10.0	26.0	64.1	281
Calculation of final summative performance ratings is clear and transparent.	16.0	34.5	49.5	281
It is appropriate to use standardized school growth scores to evaluate all teachers.	42.3	29.9	27.8	281
Standardized school growth scores should count more than 5% toward the final summative performance rating of teachers.	53.5	32.3	14.2	282
It is fair to evaluate teacher performance using results from student learning goals set by each teacher.	24.8	34.8	40.4	282
Results from student learning goals set by each teacher should count more than 15% toward the final summative performance rating of teachers.	45.0	38.7	16.3	282

As might be expected, the majority of teachers also indicated that the two components of the summative rating should not count more than they do now under the revised system (Table 31). What is interesting, however, is that compared to teachers on the initial and intermediate progression (9% and 10.9%, respectively), a higher percentages of teachers in the advanced progression (17.6%) responded that standardized school-wide growth scores should count more than 5% toward the final summative rating. More experienced educators

were also more likely to agree or strongly agree that student learning goals should count more than 15% toward the final summative rating compared to teachers on the initial progression (17.4%, 17.6% , and 13.4% for intermediate, advanced, and initial progressions, respectively).

### Evaluation Question 5

EQ5. To what extent is the training and support provided to educators sufficient to support implementation of the system?

To examine this question, we investigated (a) effectiveness of training provided by the WVDE, and (b) effectiveness of support provided by school administrators.

On a post-PD survey sent to all teachers (N = 437) in participating schools 2 weeks after training on the new evaluation system was provided by the WVDE (August 2011), the majority of teachers who attended the training rated the professional development as high quality (87.0%), well organized (89.2%), and meeting its stated objectives (89.4%). After the professional development, the majority of teachers believed that they had a general understanding of the conceptual framework of the new system (92.6%). However, when asked to indicate the level to which they feel prepared to implement the system, their favorable responses were much lower (67.2%).

It should also be noted that approximately one third of teachers in participating schools reported on the midyear survey that they did not attend any of the professional development sessions on the new evaluation system.

**Table 32. Perception of Quality of Training and Support: End-of-Year Survey**

Survey item	Percent Response			Number of respondents
	Strongly disagree and disagree	Neither agree or disagree	Strongly agree and agree	
The professional development I received prior to SY 2011-2012 adequately prepared me to participate in the new evaluation system.	22.5	31.7	45.8	284
The evaluation-related support I received from school administrators during SY 2011-2012 was constructive and beneficial.	10.2	28.6	61.1	283
Overall, the new evaluation system has been well implemented in my school.	10.7	28.5	60.9	281

On the end-of-year survey, three items were included to gauge the degree to which training by the WVDE prior to the start of the pilot year and ongoing support from administrators was adequate to allow teachers to effectively participate in the evaluation system. Less than half (45.8%) of respondents agreed or strongly agreed that the WVDE provided adequate training (Table 32). On the other hand, a higher proportion of respondents (61.1%) indicated that they received constructive and beneficial support from school administrators with regard to the new evaluation system. Overall, 60.9% of respondents believed that the evaluation system had been implemented well in their respective schools.

## Evaluation Question 6

EQ6. What is the range of teacher effectiveness ratings observed at the conclusion of the pilot?

Overall, of 696 educators for whom a summative evaluation rating were available from participating schools approximately three fourths (N = 530, 76.1%) were rated as *accomplished* by administrators under the new evaluation system (Table 33). Of the remaining 176 teachers, 101 were rated as *emerging* (14.5%) and only 65 (9.3%) were rated as *distinguished*.

We further examined the data to see if there were significant differences in the distribution of the three performance levels by (a) progression level, (b) school, (c) county, (d) programmatic level, and (e) SIG/non-SIG designation.

### Summative rating by progression level

We should first note that while the distribution of teacher effectiveness ratings by progression levels is interesting, the reader should be aware that teachers in the advanced progression make up a significant portion of the 696 teachers (64%) while teachers on the intermediate and initial progressions are comparatively fewer (11.6% and 24.4%, respectively). At this time we cannot determine whether the distribution of progression levels in pilot schools is representative of the state as a whole and therefore we recommend using these results only as a preliminary examination of the relationship between performance and progression levels in pilot schools.

**Table 35. Distribution of Performance Levels by Progression Level**

Progression level	Emerging		Accomplished		Distinguished		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All teachers	101	14.5	530	76.1	65	9.3	696	100.0
Advanced	49	11.0	343	77.1	53	11.9	445	100.0
Intermediate	14	17.3	64	79.0	3	3.7	81	100.0
Initial	38	22.4	123	72.4	9	5.3	170	100.0

Results of the analysis showed differences in the distribution of teacher effectiveness ratings by progression levels (Table 35). These differences were statistically significant ( $p < .01$ ; Table 34). Perhaps as expected of more experienced teachers, a significantly greater proportion of advanced teachers received a performance rating of *distinguished* (11.9%) compared to intermediate and initial (3.7% and 5.3%, respectively; Table 35). Conversely, a significantly greater proportion of less experienced teachers in the initial progression level received a performance rating of *emerging* (22.4%)

**Table 33. Overall Distribution of Performance Levels**

	Count	Percent
All teachers	696	100
Emerging	101	14.5
Accomplished	530	76.1
Distinguished	65	9.3

**Table 34. Chi-Square Test Result: Distribution of Performance Levels by Progression Level**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.731a	4	.000
N of Valid Cases	696		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.56.

compared to intermediate and advanced (17.3% and 11.0%, respectively; Table 35). Differences in *accomplished* ratings were less dramatic among progression levels.

### Summative rating by school

There were considerable differences in the number of teachers who participated in the pilot project from each school. The number of teachers ranged from 14 (Cedar Grove Middle) to 62 (Riverside High; Table 36). When we then disaggregated the distribution of performance levels by school the data resulted in numerous cell counts less than 5, the minimum requirement for significance testing. In other words, many schools had less than 5 teachers classified in one or more of the three performance levels. What we provide below, therefore, is a simple frequency distribution of performance levels for each of the 25 pilot schools (Table 36 and Figure 4).

**Table 36. Distribution of Performance Levels by School**

Schools	Summative rating						Total	
	Emerging		Accomplished		Distinguished		Count	Percent
	Count	Percent	Count	Percent	Count	Percent		
All teachers	101	14.5	530	76.1	65	9.3	696	100.0
Cedar Grove Middle	1	7.1	13	92.9	0	0	14	2.0
Doddridge Elementary	9	50	9	50	0	0	18	2.6
East Bank Middle	6	18.8	26	81.3	0	0	32	4.6
East Fairmont Middle	3	12.5	21	87.5	0	0	24	3.4
East Hardy High	4	17.4	18	78.3	1	4.3	23	3.3
Franklin Elementary	5	17.9	23	82.1	0	0	28	4.0
Geary Elementary	0	0	7	28	18	72	25	3.6
Guyan Valley Middle	2	8.3	22	91.7	0	0	24	3.4
Hamlin PK-8	3	7.7	36	92.3	0	0	39	5.6
Malden Elementary	0	0	16	100	0	0	16	2.3
Martinsburg North Middle	2	4.9	37	90.2	2	4.9	41	5.9
Mount View High	15	33.3	30	66.7	0	0	45	6.5
Richwood High	2	7.7	22	84.6	2	7.7	26	3.7
Riverside High	9	14.5	48	77.4	5	8.1	62	8.9
Romney Elementary	8	25	24	75	0	0	32	4.6
Sandy River Middle	8	53.3	7	46.7	0	0	15	2.2
Southside K-8	5	14.7	28	82.4	1	2.9	34	4.9
Spencer Elementary	1	2.9	19	55.9	14	41.2	34	4.9
Steenrod Elementary	0	0	9	60	6	40	15	2.2
Stonewall Jackson Middle	6	15	31	77.5	3	7.5	40	5.7
Watts Elementary	0	0	14	82.4	3	17.6	17	2.4
Welch Elementary	4	18.2	18	81.8	0	0	22	3.2
West Hamlin Elementary	0	0	34	100	0	0	34	4.9
Wheeling Middle	0	0	11	52.4	10	47.6	21	3.0
Worthington Elementary	8	53.3	7	46.7	0	0	15	2.2

The majority of schools (20 out of 25 or 80%) had less than 10.0% of their teachers rated as *distinguished* with more than half of them (N = 14 or 56%) with no teachers rated in



### Summative rating by programmatic level

Of the 696 teachers, the largest proportion of teachers taught in middle schools (40.8%) while 36.8% and 22.4% were from elementary and high schools, respectively (Table 38). We examined summative rating data disaggregated by programmatic level and we found significant differences in the distribution of performance levels ( $p < .01$ ; Table 37).

**Table 37. Chi-Square Test Result: Distribution of Performance Levels by Programmatic Level**

	Value	Asymp. Sig. (2-sided)	
		df	
Pearson Chi-Square	24.829a	4	.000
Likelihood Ratio	23.748	4	.000
N of Valid Cases	696		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.57.

The proportion of teachers rated as *distinguished* in elementary schools (16.0%) was approximately three times larger compared to middle (5.6%) and high (5.1%) schools (Table 38). On the other hand, high schools had comparatively larger proportion of teachers rated as *emerging* (19.2%) compared to middle (12.7%) and elementary (13.7%) schools. Middle schools had the largest proportion of *accomplished* teachers (81.7%) compared to elementary schools (70.3%) and high schools (75.6%) (Table 38).

**Table 38. Distribution of Performance Levels by Programmatic Level**

Programmatic level	Emerging		Accomplished		Distinguished		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All teachers	101	14.5	530	76.1	65	9.3	696	100.0
Elementary	35	13.7	180	70.3	41	16.0	256	36.8
Middle	36	12.7	232	81.7	16	5.6	284	40.8
High	30	19.2	118	75.6	8	5.1	156	22.4

### Summative rating by SIG/non-SIG designation

Of the 25 schools that participated in the pilot 20 (80%) were historically low performing schools for whom participation in the pilot project was obligatory. Teachers from SIG schools accounted for 84.6% of all participants. The remaining teachers (15.4%) were from non-SIG schools (N = 5) that volunteered to participate in the pilot. Due to the probability of selection bias and significant difference in population size between the two groups, readers should use some caution when considering data presented here.

Result of the analysis showed some differences in the distribution of teacher effectiveness ratings between the two

**Table 39. Distribution of Performance Levels by SIG/Non-SIG Designation**

School designation	Emerging		Accomplished		Distinguished		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Non-SIG (N = 5)	17	15.9	74	69.2	16	15.0	107	100.0
SIG (N = 20)	84	14.3	456	77.4	49	8.3	589	100.0
Total	101	14.5	530	76.1	65	9.3	696	100.0

groups (Table 39) but differences were not statistically significant at the  $p < .05$  level. While non-SIG schools had a slightly higher proportion of teachers rated as *emerging*, (15.9% in comparison to 14.3% in SIG schools), they also had a considerably larg-

er proportion of teachers rated as *distinguished* (15.0% vs. 8.3%) (Table 39). The comparatively lower proportion of distinguished teachers in SIG schools is perhaps not surprising considering their history of academic low performance.

### Summative rating by county

Six of the 12 participating counties had only one school in the pilot while the remaining half had two or more schools. Kanawha and McDowell Counties alone accounted for 40% of participating pilot schools. On the other hand, six counties, each with only one participating school (Berkeley, Doddridge, Hampshire, Hardy, Marion, and Nicholas), combined to account for only 24% of participating schools. As a result, there are considerable differences in the number of teachers who participated in the pilot project from each county, ranging from 18 (Doddridge) to 181 (Kanawha; Table 40). Additionally, over half of teachers in the pilot (56.6%) were from 13 schools in three counties, Kanawha, Lincoln, and McDowell.

**Table 40. Distribution of Performance Levels by County**

County	Schools in pilot		Summative rating						Teachers in pilot	
			Emerging		Accomplished		Distinguished			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	25	100.0	101	14.5	530	76.1	65	9.3	696	100.00
Berkeley	1	4.0	2	4.9	37	90.2	2	4.9	41	5.9
Doddridge	1	4.0	9	50	9	50	0	0	18	2.6
Hampshire	1	4.0	8	25	24	75	0	0	32	4.6
Hardy	1	4.0	4	17.4	18	78.3	1	4.3	23	3.3
Kanawha	6	24.0	22	12.2	148	81.8	11	6.1	181	26.0
Lincoln	3	12.0	5	5.2	92	94.8	0	0	97	13.9
Marion	1	4.0	3	12.5	21	87.5	0	0	24	3.4
McDowell	4	16.0	32	27.6	83	71.6	1	0.9	116	16.7
Nicholas	1	4.0	2	7.7	22	84.6	2	7.7	26	3.7
Ohio	2	8.0	0	0	20	55.6	16	44.4	36	5.2
Roane	2	8.0	1	1.7	26	44.1	32	54.2	59	8.5
Wood	2	8.0	13	30.2	30	69.8	0	0	43	6.2

Due to significant differences in population size among counties, readers should use caution when examining data presented here. Furthermore, similar to the disaggregation results of performance level by school, county level data resulted in cell counts less than 5, the minimum requirement for significance testing. Once again, we provide below a simple frequency distribution of performance levels for each of the 12 counties (Table 40).

Approximately 70% of teachers in 10 out of 12 counties were rated as *accomplished*. The two remaining counties, Ohio and Roane, had the lowest proportion of teachers rated as *emerging* (0.0% and 1.7%) and the highest proportion of teachers rated as *distinguished* (44.4% and 54.2%, respectively). All other counties (N = 10) had 7.7% or less of teachers rated as *distinguished* with half of them (N = 5) showing no teachers with the highest performance rating. At least a quarter of the teachers in three counties, Doddridge (50%), Hampshire (25%), and McDowell (27.6%) had an *emerging* rating (Table 40).

## Discussion

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### Evaluation Question 1

EQ1. To what extent have participating schools successfully implemented the evaluation system with fidelity?

Overall, analyses of electronic documents and survey responses suggest that while some components of the system were implemented well, other areas may require continuous monitoring and additional training.

Since collaboration is a characteristic of a distinguished teacher under the revised system, the fact that over three fourth of sampled student learning goals included a collaborative component is very encouraging. Almost all teachers who had one or two post observation conferences during the fall semester of the pilot year indicated conferences took place within 10 days of the observation as required. Also, at least 89% all sampled student learning goals were rated as having met the requirements of rigor (challenging, fair and equitable, and aligned with WV content standards and objectives) and comparability as defined by the revised evaluation system.

On the other hand, analysis of electronic documents indicates that 11.9% of teachers in the intermediate and initial progression levels had less than the required number of classroom observations but nevertheless received a summative evaluations at the end of pilot year. The vast majority of these teachers (93.3%) were those in the initial progression level with a requirement of four observations. Also, slightly less than half of sampled student learning goal worksheets did not contain data to determine if the student learning goal was met. In other words, student learning goals were not finalized by the deadline. Additionally, approximately three fourths of teachers in the initial and intermediate progressions indicated that they didn't have a post-observation conference in the fall semester of the pilot year. This suggests close monitoring is needed to ensure implementation fidelity.

Furthermore, the third criterion of student learning goals, that they employ two data points in time, appears to be the weakest aspect of the student-learning goal-setting process for teachers. Review of the data suggests that teachers need further training on developing goals using appropriate baseline data and clearly articulating the strategies needed to achieve the goal in an appropriate amount of time. Furthermore, given that administrators had the opportunity to review and approve these goals in the beginning of the pilot year, the results suggests that they, too, need more in-depth training on this aspect of the revised system.

Finally, there were very few educators that met the deadlines set forth in guidance documents. To some degree this is not to be unexpected during the first year of implementation of a new system. However, these data point toward an immediate need to devote more resources to monitoring fidelity of implementation. Likewise it is important to engage in ongoing regular communication with evaluators and educators about system requirements and sustained support from the WVDE is necessary to improve compliance with important deadlines. It would certainly be beneficial for at least one staff member at the state level to devote

a significant portion or all of his/her time to monitoring fidelity of implementation, maintaining/supporting the online system, and communicating with schools/districts regarding important dates. Furthermore, every effort should be made to put a comprehensive support and monitoring system in place prior to statewide rollout.

## Evaluation Question 2

EQ2. To what extent has the evaluation system resulted in professional growth among educators?

Overall, survey responses to the end-of-cycle survey indicate that the revised system contributed positively to professional growth among teachers. At least three quarters of teachers indicated various components of the system had a positive impact on them, at least at a moderate level. Two components of the revised system in particular, self-reflection and student learning goals, were rated very high in terms of their positive contribution to educators. Their responses suggest that the revised system has resulted, not only in a greater understanding of the WV professional teaching standards and the process of setting student learning goals and identifying ways to achieve them, but also in increasing the frequency with which teachers practice elements of effective instructional strategies.

What we do not yet know is how administrators use evaluation data to improve teacher practice, for example, by planning for professional development.

## Evaluation Question 3

EQ3. What is the relationship among the six professional standards?

Preliminary evidence leads us to believe that at least two factors are being measured by the new evaluation system. Because of the way in which the 14 rubric items clustered together independently of the two student learning goals, these factors could conceivably be conceptualized as inputs (items related to Standards 1-5) and outputs (the student learning goals portion of Standard 6).

Furthermore, correlation data indicate that the input measures (Standards 1-5) are clearly and strongly related to one another and to a lesser extent to *some* of the output measures (i.e., student learning goals). The relationships among these measures are in the direction we would predict given our intuitions about teaching and learning. That is, they are positively related. However, due to technical limitations in our operationalization of student growth—that is, the use of school-wide rather than classroom level growth data—we still have a limited understanding of how student learning is related to the five professional teaching standards.

Finally, we are concerned about the differences we observed in correlations among educators in non-SIG schools. In most cases we found much stronger correlations among the standards for this group. This would be an important finding if true because it could mean that these variables function differently in different types of schools. This would be something that would need to be taken into account due to the potential implications for consequential validity, and could be especially problematic in a high-stakes scenario where personnel decisions are being made based upon these outcomes. This being said, it would be

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unwise to attribute much to these differences at this time given the fact that our sample of educators from Non-SIG schools was very small and nonrepresentative.

### Evaluation Question 4

EQ4. What facilitators and barriers were encountered during the implementation of the evaluation system?

It's difficult to determine whether or not the average amount of time educators spent implementing various components of the system is extensive. However, educator feedback indicated that workload is an issue for implementation fidelity. Educators believed that the revised system required too much time and added responsibilities, which they believed competed with their daily responsibilities centered on classroom instruction and school improvement efforts. This perception suggests that some educators have not yet fully accepted or integrated the revised system as a mechanism to improve student achievement. It is worth repeating here that 80% of pilot schools were under a plan of school improvement and were undergoing considerable change as recipients of the SIG grant.

In addition, technology-related issues negatively impacted educators' perception of the revised evaluation system. Comments to open-ended questions on the midyear survey indicated that the vast majority of technological problems involved logging onto the system and/or accessing data already submitted in order to make revisions. This was more likely due to a combination of issues related to local internet access and West Virginia Education Information System (WVEIS) on the Web (WOW).

While the majority of technical issues with the online system have been addressed, educators also expressed their desire for access to the system from home. Related to the issue of workload, they indicated that they have little free time or privacy in the school building to be able to complete tasks related to the revised evaluation system. Furthermore, according to comments, local internet access at school was not always reliable. For these reasons educators wanted to have remote access.

What is perhaps most interesting is that although the majority of teachers indicated that various components of the revised system had at least a moderate positive impact on them (EQ3), a considerably smaller proportion indicated that the evaluation system overall made a positive impact on them as educators. This suggests that a large proportion of teachers see value in, say, the process of setting student learning goals or self-reflection, but hold in less regard the benefit of the revised system, as a whole, for their overall professional growth.

### Evaluation Question 5

EQ5. To what extent is the training and support provided to educators sufficient to support implementation of the system?

Post-PD survey feedback from teachers who attended training sessions indicated that the quality of training provided was high. However, a significant proportion of teachers in pilot schools, one third, did not attend any of the training sessions provided by the WVDE in

August 2012. This may explain the less than desirable proportion of teachers who indicated in the end-of-cycle survey that the WVDE had provided adequate training.

Perhaps more important are the percentages of teachers who indicated that they received beneficial feedback from administrators and that the revised system has been implemented well in their schools (less than two-thirds). The revised system is heavily reliant on the ability of administrators to manage the implementation of the system in their schools, to objectively and consistently evaluate teachers on six teaching standards utilizing various tools (e.g., observations, student learning goals, review of evidence), and to provide valuable feedback that should lead to improved effective teaching practices. It is therefore crucial that administrators receive extensive training and ongoing support in all aspects of the revised system so they can, in turn, provide the necessary guidance to teachers in their schools. If the necessary training and support are provided, then administrators must also be held accountable for their school's implementation of the evaluation system if it is to have the intended effects.

### Evaluation Question 6

EQ6. What is the range of teacher effectiveness ratings that is observed at the conclusion of the pilot?

Perhaps as expected, a significantly greater proportion of teachers in the advanced progression received a performance rating of *distinguished* compared to teachers in the intermediate and initial progressions. The proportion of teachers rated as *distinguished* in elementary schools was approximately three times larger compared to middle and high schools. On the other hand, high schools had a comparatively larger proportion of teachers rated as *emerging* compared to middle and elementary schools. Middle schools had the largest proportion of *accomplished* teachers compared to elementary and high schools. Results of the range-of-effectiveness ratings by progression and programmatic levels were statistically significant. We were not able to perform significance tests for range-of-effectiveness rating by school and county.

### Limitations

This evaluation report has a number of limitations and we would like to note important caveats. The major limitation of the results in this report is the fact that the findings are in no way generalizable outside of the pilot schools for three main reasons. First, the sample included in the pilot is comprised almost entirely of educators from historically low performing SIG schools (N = 20) which have received considerable monetary investments to implement a wide array of school reforms. For these schools, participation in the educator evaluation pilot project was compulsory. Second, only a small number of pilot participants from non-SIG schools (N = 5) volunteered to take part in the pilot. Both scenarios pose conditions where there is a strong probability of selection bias. Third, *unsatisfactory* ratings were not included during the pilot year. Teachers with unsatisfactory rating on any of the critical standard elements were removed from the revised system and we did not have the ability to track the numbers. As a result, we expect data from EQ 3 and EQ 6 presented here to change when the full breadth of ratings is included.

Furthermore, we cannot comment on quality of implementation since we do not have data to make such judgment. What we have provided here is mostly based on perceptual data and analysis of electronic documents submitted by educators. Therefore, at this time we must recommend using these results only as an initial and general examination of the evaluation system. No summative judgments should be made based upon these results.



# Recommendations

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The recommendations provided below are based on one year of implementation and data collection. We caution readers to keep this limitation in mind.

## 1. Provide Ongoing Training and Support

*Provide extensive training and ongoing support for administrators in all aspects of the revised system so they can provide guidance to teachers in their schools.* The overwhelming portion of the summative evaluation (95%) is dependent upon the ability of each school administrator to carry out his or her responsibilities effectively. Training on the new system should be incorporated into the new administrator induction process.

*Provide similar support for educators by incorporating training on the new evaluation system as a requirement for all teachers and as part of the new teacher induction process within each county.* For teachers who enter a school system mid-way through the year and have not received formal training, this should be accomplished as part of the school's ongoing job-embedded professional development. Likewise, information and resources should be made available via the Web (e.g., archived webinars/resources from the WVDE and counties). Making this a requirement will guarantee all teachers receive a minimum standard of education related to the new system before they are subject to evaluation.

*Consider providing more rigorous and extensive training on the process of student goal setting.* This component was identified by all respondents as the most beneficial component of the system. Yet, feedback from respondents indicates that participants still consider this process to be the most challenging part of the pilot project. Training should be at least a full day with follow-up support. Examples of compliant student learning goals should be provided online that are applicable to various types of educators.

*Consider providing extensive training on the online system specifically, to individuals either at the RESA or district level who can serve as contact persons for their schools.*

*Consider making West Virginia Education Information System (WVEIS) on the Web (WOW) accessible to all educators outside of the school building.* This may allow teachers to devote more time to various components of the system outside of the school day and avoid some technical difficulties attributed to limited bandwidth at some schools. This solution can potentially result in better overall quality of implementation. Embed a mechanism into the system that allows for follow-up (e.g., collect e-mail addresses).

## 2. Establish Comprehensive Monitoring

*We recommend that the WVDE or counties implement a continuous monitoring process to—*

- Devote adequate resources, especially at the state level, to closely monitor the implementation of the revised system to ensure various evaluation tasks are completed on time and with fidelity;

- Continually assess the quality of implementation at individual schools at regular intervals; and
- Identify supplemental training needs for schools on an ongoing basis and put in place a mechanism to provide it as needs arise.

*Continue monitoring the relationships among professional teaching standards and differences observed among groups of schools as the pilot is expanded. It will be absolutely critical to re-examine all of these relationships using a representative sample of educators.*

*Continued monitoring the range-of-effectiveness ratings and differences among teachers by progression level and schools and counties.*

### **3. Measures of Student Growth**

*Develop a method to measure student growth at the classroom level and after establishing its validity and reliability explore its inclusion in the evaluation process. Re-assess the relationship among the performance standards and student growth once a classroom level measure is established.*

- This will require the development of a unique teacher identification number in WVEIS and a multistep student roster verification process.
- The roster verification process should allow educators and administrators to modify and verify each educator's roster. This will allow for adaptability for co-teaching and other unique circumstances.

### **4. Other Recommendations**

*Convene a technical advisory committee (TAC) charged with reviewing the revised evaluation system and providing high-level expert advice to ensure the system meets technical rigor and is defensible in high-stakes decision-making scenarios. Initial discussions have taken place to establish this committee in advance of the 2013–2014 school year.*

*Consider making revisions to the Evidence Form based upon the most commonly reported types of evidence submitted by educators for each Critical Element during the pilot study. Removing unused categories of evidence will result in a streamlined form, which may contribute to a less cumbersome reporting experience for educators.*

*Establish a protocol for managing the revision of student learning goals. Such a protocol should be flexible enough to allow educators to revise their goals in response to legitimate contextual changes that occur throughout the year, but prescriptive enough to prevent gaming. Any changes should be limited to a few agreed upon antecedent conditions (e.g., students transfer out of a given class, an assessment instrument becomes unavailable and must be changed, etc.). The process should be explicit, well communicated, and a deadline should be set as a drop dead date for any changes to be finalized, well in advance of the final summative evaluation. Furthermore, it may be prudent to add a date stamp within the online system to denote when goals are initially entered. This will allow easier compliance monitoring.*

# Appendix A. Professional Teaching and Performance Standards

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## Process Overview by Progression

### Professional Teaching Standards

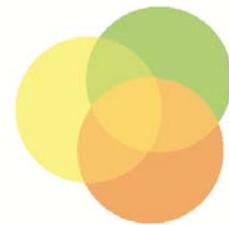
Advanced	Intermediate	Initial
Educators identify a performance level for each Critical Standard Element through self-assessment. Evaluators identify Critical Standard Elements for which additional evidence is necessary. Evaluators assess evidence provided by educators.	Educators provide evidence to support identification of a level of performance for each Critical Standard Element. Evaluators assess evidence that is also collected through two observations.	Educators provide evidence to support identification of a level of performance for each Critical Standard Element. Evaluators assess evidence that is also collected through four observations.

### Performance Standard: Student Learning

Advanced	Intermediate	Initial
Educators set at least two student learning goals and collect evidence from multiple measures to validate student learning progress. Evaluators verify that the goals meet established criteria. Evaluators review results and record a performance level for the standard.		

### Performance Standard: Professional Conduct

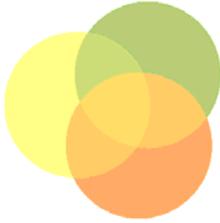
Advanced	Intermediate	Initial
Educators exhibit professional conduct as outlined in the established rubric. Evaluators document incidents of educators not adhering to the performance standard.		



## Levels of Performance

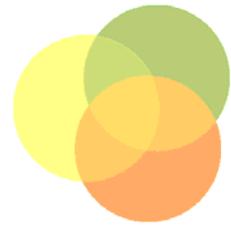
The educator evaluation pilot recognizes four distinct levels of performance to describe the quality of teaching within West Virginia classrooms.

<b><i>Distinguished</i></b>	<b><i>Accomplished</i></b>	<b><i>Emerging</i></b>	<b><i>Unsatisfactory</i></b>
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.



## Professional Teaching Standards

The five Professional Teaching Standards used in the evaluation pilot are derived from the West Virginia Professional Teaching Standards. The Professional Teaching Standards recognize performance at the Accomplished level to be meritorious as well as rigorous and of high quality. Accomplished performance is expected to be the most frequently recognized level of performance; performance at the Distinguished will likely occur on occasion. Preponderance of the evidence provides the basis for evaluators to determine performance level ratings with the educator evaluation pilot.



## Professional Teaching Standards and Critical Elements

STANDARD 1: CURRICULUM AND PLANNING			
<i>Critical Standard Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates expert, specialized content knowledge</li> <li>collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates extensive content knowledge</li> <li>connects student learning to other content areas</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates content knowledge</li> <li>attempts to connect student learning to other content areas</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not demonstrate sufficient content knowledge</li> <li>does not attempt to connect student learning to other content areas</li> </ul>
<i>Critical Standard Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula</li> <li>collaborates with students to design sequential learning activities that provide for varied student abilities and interests</li> <li>collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>designs written instructional plans that align instruction and assessment to the state-approved curricula</li> <li>designs sequential learning activities that provide for varied student abilities and interests</li> <li>designs activities that promote student collaboration, critical thinking, and problem solving</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>designs written instructional plans aligned to the state-approved curricula</li> <li>designs sequential learning activities at appropriate developmental levels</li> <li>designs activities that promote student collaboration</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not design written instructional plans</li> <li>does not design instructional plans and/or units that are driven by state-approved curricula</li> <li>does not design sequential learning activities at appropriate developmental levels</li> <li>does not design activities that promote student collaboration</li> </ul>
<i>Critical Standard Element 1.3: The teacher uses a balanced assessment approach to guide student learning.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates with students to design and use a variety of assessments, including peer and student self-assessments, to monitor student progress and set learning goals</li> <li>collaborates with students and others to clearly define and communicate assessment criteria</li> <li>shares assessment data and provides timely feedback to students and other stakeholders</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>designs and uses formative and summative assessments to monitor student progress and set learning goals</li> <li>clearly defines and communicates assessment criteria</li> <li>shares assessment data and provides timely feedback to students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>designs and uses formative and summative assessments</li> <li>communicates assessment criteria</li> <li>shares assessment data with students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not use formative and summative assessments</li> <li>does not communicate assessment criteria</li> <li>does not share assessment data or provide feedback to students</li> </ul>

<b>STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT</b>			
<b>Critical Standard Element 2.1: The teacher understands and responds to the unique characteristics of learners.</b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates extensive knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>plans and implements differentiated learning activities with students</li> <li>helps colleagues understand the unique characteristics of all learners</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>plans and implements differentiated learning activities for students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>plans and implements differentiated learning activities for some students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>does not plan and implement appropriate learning activities</li> </ul>
<b>Critical Standard Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.</b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates with students to establish an effective classroom management system</li> <li>collaborates with students to ensure appropriate behavior as defined by the code of conduct</li> <li>organizes space and materials in a safe, highly efficient and well-designed learning environment</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>establishes an effective classroom management system</li> <li>responds appropriately and respectfully to student behavior as defined by the code of conduct</li> <li>organizes space and materials to ensure safety and efficiency</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>establishes a classroom management system</li> <li>responds inadequately to student behavior as defined by the code of conduct</li> <li>organizes space and materials to ensure safety</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not implement an effective classroom management system</li> <li>does not respond to student behavior as defined by the code of conduct</li> <li>does not organize space and materials to ensure safety</li> </ul>
<b>Critical Standard Element 2.3: The teacher establishes and maintains a learner-centered culture.</b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>establishes with students clear criteria for high-quality work</li> <li>collaborates with students to maximize instructional time</li> <li>engages students in active, self-directed learning as part of a community of learners</li> <li>provides extensive opportunities for students to collaborate in learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>sets and communicates clear criteria for high-quality work</li> <li>uses instructional time efficiently</li> <li>engages students in active learning</li> <li>provides adequate opportunities for students to collaborate in learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>sets criteria for high-quality work</li> <li>uses instructional time with limited efficiency</li> <li>engages students in learning</li> <li>provides limited opportunities for students to collaborate in learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not establish criteria for quality work</li> <li>does not use instructional time efficiently</li> <li>does not engage students in learning</li> <li>does not provide opportunities for students to collaborate in learning</li> </ul>

<b>STANDARD 3: TEACHING</b>			
<b>Critical Standard Element 3.1: The teacher utilizes a variety of research-based instructional strategies.</b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• collaborates with students to use an extensive variety of effective instructional strategies to deliver content</li> <li>• collaborates with students to provide scaffolding and differentiated instruction</li> <li>• extensively uses appropriate technology to deliver content</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• uses a variety of effective instructional strategies to deliver content</li> <li>• demonstrates adequate use of scaffolding and differentiated instruction</li> <li>• adequately uses technology to deliver content</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• uses a limited variety of effective instructional strategies to deliver content</li> <li>• demonstrates limited use of scaffolding or differentiated instruction</li> <li>• demonstrates limited use of appropriate technology to deliver content</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not use effective instructional strategies to deliver content</li> <li>• does not scaffold or differentiate instruction</li> <li>• does not use appropriate technology to deliver content</li> </ul>
<b>Critical Standard Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.</b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• facilitates student-led learning activities leading to deep understanding of the content</li> <li>• encourages students to initiate or adapt learning activities to deepen understanding</li> <li>• provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding</li> <li>• explains directions and procedures clearly and models them when necessary</li> <li>• provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• provides learning activities relevant to the content</li> <li>• explains directions and procedures</li> <li>• provides students with limited opportunities to collaborate using appropriate technologies</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not provide learning activities that are relevant to the content</li> <li>• does not provide meaningful activities</li> <li>• does not explain directions and procedures</li> <li>• does not provide students opportunities to collaborate</li> </ul>
<b>Critical Standard Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.</b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• effectively modifies instruction to meet the needs of all students</li> <li>• extensively monitors student progress using a variety of assessments</li> <li>• collaborates with students and others to make instructional decisions</li> <li>• extensively analyzes and uses student data to make instructional decisions</li> <li>• uses a variety of formative assessments to differentiate instruction and provide effective interventions</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• modifies instruction when need is apparent</li> <li>• consistently monitors student progress using a variety of assessments</li> <li>• uses student feedback to make instructional decisions</li> <li>• analyzes student data to make instructional decisions</li> <li>• uses a variety of formative assessments to differentiate instruction and provide appropriate interventions</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• recognizes missed opportunities to modify instruction</li> <li>• inconsistently monitors student progress using a variety of assessments</li> <li>• examines student data</li> <li>• uses formative assessments to provide whole-group interventions</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not modify instruction</li> <li>• does not monitor student progress</li> <li>• does not base instruction on a variety of assessments</li> <li>• does not provide interventions based on student data</li> </ul>

<b>STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL</b>			
<b><i>Critical Standard Element 4.1: The teacher engages in professional development that guides continuous examination and improvement of professional practice.</i></b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• initiates the investigation that leads to the development of best practices</li> <li>• extensively implements best practices</li> <li>• mentors others in implementation of best practices</li> <li>• shares results of investigation at the local, state, or national level</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• engages in professional learning to investigate best practices</li> <li>• consistently implements best practices</li> <li>• shares best practices within the school community</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in opportunities to investigate best practices when invited to do so</li> <li>• inconsistently implements best practices</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not participate in professional development of best practices</li> </ul>
<b><i>Critical Standard Element 4.2: The teacher actively engages in collaborative learning opportunities with colleagues.</i></b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• initiates or advances the development of a collaborative team</li> <li>• contributes consistently to group learning</li> <li>• mentors others in utilizing the knowledge and skills gained</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates actively in and/or facilitates a collaborative team</li> <li>• contributes to group learning</li> <li>• utilizes the knowledge and skills gained</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in a collaborative team when invited to do so</li> <li>• attempts to utilize the knowledge and skills gained</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• works in isolation</li> <li>• does not contribute positively to work of collaborative teams</li> </ul>

<b>STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY</b>			
<b><i>Critical Standard Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.</i></b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• leads the ongoing development of school-wide initiatives based on school and student data</li> <li>• participates in the design and delivery of professional development for the implementation of school-wide initiatives</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• collaborates in the development of school-wide initiatives based on school and student data</li> <li>• participates in the implementation of school-wide initiatives</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in school-wide initiatives</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not participate in school-wide initiatives</li> </ul>
<b><i>Critical Standard Element 5.2: The teacher works with parents, guardians, families and community entities to support student learning and well-being.</i></b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• develops ongoing opportunities for families to participate in classroom activities based on needs assessment</li> <li>• interacts appropriately with families within the school and community</li> <li>• utilizes theory and current research to facilitate meaningful connections between the school and family</li> <li>• develops and promotes meaningful school activities by utilizing community expertise and resources</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• offers ongoing opportunities for families to participate in classroom activities</li> <li>• interacts appropriately with families within the school setting</li> <li>• seeks relevant knowledge of the family in order to provide meaningful connections between the school and family</li> <li>• creates positive connections between the school and the community</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in school-wide family activities</li> <li>• has minimal interaction with families</li> <li>• responds appropriately to contact from families</li> <li>• occasionally connects school activities with community resources</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not attend school-wide family activities</li> <li>• does not respond or inappropriately responds to contact from families</li> <li>• does not positively contribute to the relationship between school and community</li> </ul>
<b><i>Critical Standard Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.</i></b>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"> <li>• involves and coaches others to implement and sustain teacher-identified change</li> <li>• takes a leadership role in growth initiatives that affect practice and policy throughout the school community</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• identifies possible areas of growth within the classroom and school</li> <li>• recommends and facilitates opportunities for change and growth in the classroom and school</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in required initiatives leading to change in practice and policy in the classroom and school</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not participate in available opportunities for change and growth that affect practice and policy</li> </ul>

## Student Learning

**Student Learning** is the single, most important goal of education. Many things play roles in affecting students' quality of life and readiness to learn. The quality of teaching, however, is the most important school-related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students' success through multiple measures. The educator evaluation pilot recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

<b>STANDARD 6: STUDENT LEARNING</b>			
<i><b>Critical Standard Element 6.1: The work of the teacher results in measurable progress of student learning of state-approved curricula.</b></i>			
<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms.	Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.

## Professional Conduct

**Professional Conduct** reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The Professional Conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which educators remain fully accountable and is not determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan; others will require immediate action.

<b>STANDARD 7: PROFESSIONAL CONDUCT</b>			
<i>Critical Standard Element 71: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.</i>			
	<b>Meets Standard</b>	<b>Below Standard</b>	<b>Unsatisfactory</b>
<b>Policy and Procedure</b>	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
<b>Attendance</b>	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
<b>Schedule</b>	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure
<b>Respect</b>	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional

## Appendix B. Forms

### Evidence Form—2011–2012

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

<b>Standard 1 - Curriculum and Planning</b>		
<b>1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
<b>1.2 The teacher designs standards-driven instruction using state-approved curricula.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
<b>1.3 The teacher uses a balanced assessment approach to guide student learning.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	

Name	
Date	

<b>Standard 2 - The Learner and the Learning Environment</b>		
<b>2.1 The teacher understands and responds to the unique characteristics of learners.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Classroom rules and procedures <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
<b>2.2 The teacher establishes and maintains a safe and appropriate learning environment.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Classroom rules and procedures <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
<b>2.3 The teacher establishes and maintains a learner-centered culture.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Classroom rules and procedures <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	

Name	
Date	

<b>Standard 3 - Teaching</b>		
<b>3.1 The teacher utilizes a variety of research-based instructional strategies.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Classroom rules and procedures <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
<b>3.2 The teacher motivates and engages students in learning, problem solving and collaboration.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Classroom rules and procedures <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
<b>3.3 The teacher adjusts instruction based on a variety of assessments and student responses.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Classroom rules and procedures <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	

Name	
Date	

<b>Standard 4 - Professional Responsibilities for Self-Renewal</b>		
<b>4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Mentoring <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Professional development experiences <input type="checkbox"/> Professional teacher recognition <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
<b>4.2 The teacher actively engages in collaborative learning opportunities with colleagues.</b>		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Mentoring <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Professional development experiences <input type="checkbox"/> Professional teacher recognition <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	

Name	
Date	

<b>Standard 5 - Professional Responsibilities to School and Community</b>		
5.1 The teacher participates in school-wide collaborative efforts to support the success of all students.		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Mentoring <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Professional development experiences <input type="checkbox"/> Professional teacher recognition <input type="checkbox"/> School community involvement <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being.		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Mentoring <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Professional development experiences <input type="checkbox"/> Professional teacher recognition <input type="checkbox"/> School community involvement <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
5.3 The teacher promotes practices and policies that improve school environment and student learning.		
Brief Description	Evidence	Comments
	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Mentoring <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Professional development experiences <input type="checkbox"/> Professional teacher recognition <input type="checkbox"/> School community involvement <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	

## Student Learning Goal—2011–2012

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

<p>1.Context <i>Describe the learners and the learning environment.</i></p>																	
<p>2.Specific Content Area</p>																	
<p>3.Baseline Data <i>Describe current data.</i></p>																	
<p>4.Goal <i>Describe the focus of students' progress in learning</i></p>																	
<p>5. Strategies for Attaining Goal</p>																	
<p>6.Collaboration <i>If applicable, describe how this goal includes a collaborative component. The Distinguished performance level requires accomplishing at least one collaborative goal.</i></p>																	
<p>7.Measures</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"><i>All measures for this goal must meet three criteria</i></th> <th style="width: 15%;"><i>Two Points in Time</i></th> <th style="width: 15%;"><i>Rigorous</i></th> <th style="width: 10%;"><i>Comparable Across Classrooms</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		<i>All measures for this goal must meet three criteria</i>	<i>Two Points in Time</i>	<i>Rigorous</i>	<i>Comparable Across Classrooms</i>												
<i>All measures for this goal must meet three criteria</i>	<i>Two Points in Time</i>	<i>Rigorous</i>	<i>Comparable Across Classrooms</i>														
<p>8.Data Results</p>																	

## Self-Reflection—2011–2012

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

Standard 1 - Curriculum and Planning			
1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
1.2 The teacher designs standards-driven instruction using state-approved curricula.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
1.3 The teacher uses a balanced assessment approach to guide student learning.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
Comments			
Standard 2 - The Learner and the Learning Environment			
2.1 The teacher understands and responds to the unique characteristics of learners.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
2.2 The teacher establishes and maintains a safe and appropriate learning environment.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
2.3 The teacher establishes and maintains a learner-centered culture.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
Comments			
Standard 3 - Teaching			
3.1 The teacher utilizes a variety of research-based instructional strategies.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
3.2 The teacher motivates and engages students in learning, problem solving and collaboration.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
3.3 The teacher adjusts instruction based on a variety of assessments and student responses.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
Comments			

Educator's Name			
Date			
Standard 4 - Professional Responsibilities for Self-Renewal			
4.1	The teacher engages in professional development that guides continuous examination and improvement of professional practice.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
4.2	The teacher actively engages in collaborative learning opportunities with colleagues.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
Comments			
Standard 5 - Professional Responsibilities to School and Community			
5.1	The teacher participates in school-wide collaborative efforts to support the success of all students.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
5.2	The teacher works with parents, guardians, families and community entities to support student learning and well-being.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
5.3	The teacher promotes practices and policies that improve school environment and student learning.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
Comments			

## Observation Form—2011–2012

Educator's Name			
Grade Level			
Content Area			
School			
County			
Evaluator's Name			
Date			
Time	Start		End

### STANDARD 1 – CURRICULUM AND PLANNING

- Observed  1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.
- 1.2 The teacher designs standards-driven instruction using state-approved curricula.
- 1.3 The teacher uses a balanced assessment approach to guide student learning.

### Standard 2 – The Learner and the Learning Environment

- Observed  2.1 The teacher understands and responds to the unique characteristics of learners.
- 2.2 The teacher establishes and maintains a safe and appropriate learning environment.
- 2.3 The teacher establishes and maintains a learner-centered culture.

### Standard 3 – Teaching

- Observed  3.1 The teacher utilizes a variety of research-based instructional strategies.
- 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.
- 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.

Educator's Name	
Date	

<b>STANDARD 4 – PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL</b>	
Observed	<input type="checkbox"/> 4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice. <input type="checkbox"/> 4.2 The teacher actively engages in collaborative learning opportunities with colleagues.
<b>Standard 5 – Professional Responsibilities for School and Community</b>	
Observed	<input type="checkbox"/> 5.1 The teacher participates in school-wide collaborative efforts to support the success of all students. <input type="checkbox"/> 5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being. <input type="checkbox"/> 5.3 The teacher promotes practices and policies that improve school environment and student learning.

## Incident Report—2011-2012

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

### Standard 7 - Professional Conduct

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

Policy and Procedure

Comments

Attendance

Comments

Schedule

Comments

Respect

Comments

Evaluator's Signature

Educator's Signature

## Summative Evaluation—2011–2012

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

<b>Standard 1 - Curriculum and Planning</b>			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
1.2 The teacher designs standards-driven instruction using state-approved curricula.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
1.3 The teacher uses a balanced assessment approach to guide student learning.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
Comments			
<b>Standard 2 - The Learner and the Learning Environment</b>			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
2.1 The teacher understands and responds to the unique characteristics of learners.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
2.2 The teacher establishes and maintains a safe and appropriate learning environment.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
2.3 The teacher establishes and maintains a learner-centered culture.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
Comments			
<b>Standard 3 - Teaching</b>			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
3.1 The teacher utilizes a variety of research-based instructional strategies.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
3.2 The teacher motivates and engages students in learning, problem solving and collaboration.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
3.3 The teacher adjusts instruction based on a variety of assessments and student responses.			
<input type="radio"/> Distinguished	<input type="radio"/> Accomplished	<input type="radio"/> Emerging	<input type="radio"/> Unsatisfactory
Comments			

## Summative Evaluation - 2011-2012

## Page Two

Name	
Date	

Standard 4 - Professional Responsibilities for Self-Renewal			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
4.1	The teacher engages in professional development that guides continuous examination and improvement of professional practice.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
4.2	The teacher actively engages in collaborative learning opportunities with colleagues.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
Comments			
Standard 5 - Professional Responsibilities to School and Community			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
5.1	The teacher participates in school-wide collaborative efforts to support the success of all students.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
5.2	The teacher works with parents, guardians, families and community entities to support student learning and well-being.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
5.3	The teacher promotes practices and policies that improve school environment and student learning.		
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
Comments			
Standard 6 - Student Learning			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
6.1	The work of the teacher results in measurable progress of student learning of state-approved curricula.		
Student Learning Goals			
<input type="radio"/>	Distinguished	<input type="radio"/>	Accomplished
<input type="radio"/>	Emerging	<input type="radio"/>	Unsatisfactory
Comments			
Standardized School Growth Score			
Mathematics			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
Reading			
— Distinguished	— Accomplished	— Emerging	— Unsatisfactory

**Summative Evaluation - 2011-2012**  
**Page Three**

Name	
Date	

Standard 7 - Professional Conduct			
7.1 The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.			
<input type="radio"/> Meets Standard		<input type="radio"/> Below Standard	
<input type="radio"/> Unsatisfactory			
Comments			
Summative Performance Rating			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> Unsatisfactory
Commendations and Recommendations			

# Appendix C. Surveys, Rubrics, and Focus Group Questions

## July 19–21, 2011—Educator Evaluation Post Professional Development Survey

**July 19 - 21, 2011 - Educator Evaluation Post Professional Development**

**Welcome**

Hello and welcome! The WWDE is interested in your feedback regarding the professional development in which you participated regarding the implementation of the new educator evaluation system.

You are receiving this survey invitation because you registered for this professional development which took place between July 19th and 21st 2011 in Roanoke, WV.

Your input is an incredibly important part of the educator evaluation pilot project because it helps us to better understand how well we are educating participants about the components of the new system and the extent to which we are providing good quality support that is adequate to ensure you can implement the new system.

Please provide your responses to the survey items and click submit on the final page. Note that all of your responses are confidential and your responses will only be presented as part of a group (not individually). If you have questions about this survey, please contact Andu Meharie in the WWDE Office of Research (ameharie@access.k12.wv.us). If you have questions about the educator evaluation system or pilot project, please contact the WWDE Office of Professional Preparation at 304.558.7010.

Thank you for your participation in this important data collection activity.

**\*1. Our records indicate that you registered for this professional development, but if you did not end up attending, please let us know.**

I attended.

I registered, but I did not attend the professional development.

**About You**

**2. Please tell us in which school district you work.**

**3. Which of the following BEST describes your role?**

School improvement specialist

RESA level staff

District level staff

Principal or assistant principal

Special education teacher

General education teacher

Other (please specify)

**July 19 - 21, 2011 - Educator Evaluation Post Professional Development**

**4. How many years of experience have you had in your current position?**

- Less than 1
- 1 to 5
- 6 to 10
- 11 to 15
- 16 or more

**5. How many years of experience have you had in education?**

- Less than 1
- 1 to 5
- 6 to 10
- 11 to 15
- 16 or more

**Your Evaluation of the Professional Development**

**6. Please indicate the level to which you agree or disagree with the following statements about the professional development.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The professional development was high quality.	<input type="radio"/>				
The professional development was relevant.	<input type="radio"/>				
The professional development was well organized.	<input type="radio"/>				
The professional development was specific and content-focused.	<input type="radio"/>				
The professional development was hands-on and included active learning opportunities.	<input type="radio"/>				
Professional development objectives were clearly stated before sessions began.	<input type="radio"/>				
The stated objectives of the professional development were met.	<input type="radio"/>				
Professional development sessions began and ended in a timely fashion.	<input type="radio"/>				

**July 19 - 21, 2011 - Educator Evaluation Post Professional Development**

**7. Which of the following statements best describes the usefulness of this professional development?**

- It was a good start.
- It was a good start, but I have a lot of questions.
- It was a good start, and I look forward to using the new ideas in my classroom/school/district.
- It provided everything I need to use the new ideas in my classroom/school/district.
- I don't think that these ideas will work very well in my classroom/school/district.
- It's too soon to tell.

**8. Please provide any additional comments you may have about your general evaluation of the professional development.**

**Your Evaluation of the Professional Development Materials**

**9. Please indicate the level to which you agree or disagree with the following statements about the professional development materials/resources.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
An adequate amount of materials/resources were provided.	<input type="radio"/>				
The materials/resources were relevant to my work.	<input type="radio"/>				
The materials/resources provided were of high quality.	<input type="radio"/>				
The materials/resources provided were useful to my work.	<input type="radio"/>				

**10. Please provide any additional comments you may have about professional development materials/resources.**

**Your Evaluation of the Trainers**

**July 19 - 21, 2011 - Educator Evaluation Post Professional Development**

**11. Please indicate the level to which you agree or disagree with the following statements about presenters at the conference.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Trainers were knowledgeable about the topic.	<input type="radio"/>				
Trainers were well organized.	<input type="radio"/>				
Trainers presented the material clearly and effectively.	<input type="radio"/>				
Trainers facilitated discussions well.	<input type="radio"/>				
Trainers answered questions raised during sessions adequately.	<input type="radio"/>				

**12. Please provide any additional comments you may have about the trainers.**

**Your Evaluation of the Topics Covered in the Professional Development**

Please indicate the extent to which you agree with the following statements.

**13. Your Perception and Attitude about the System**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand the motivation (at the federal level) for the changes to the current educator evaluation system.	<input type="radio"/>				
I understand the motivation (in response to new and more rigorous teaching standards) for the changes to the current educator evaluation system.	<input type="radio"/>				
I believe the revisions to the current educator evaluation system are necessary.	<input type="radio"/>				
I believe the revisions to the current educator evaluation system are good.	<input type="radio"/>				
I have concerns about implementing the new educator evaluation system.	<input type="radio"/>				

**14. Please provide any additional comments you may have about your general attitudes or perceptions about the new system.**

**Your Evaluation of the Topics Covered in the Professional Development (Cont...**

Please indicate the extent to which you agree with the following statements.

**July 19 - 21, 2011 - Educator Evaluation Post Professional Development**

**15. Understanding of the System and its Components**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have a general understanding of the conceptual framework of the new system.	<input type="radio"/>				
I have a good understanding of the four levels of performance (i.e., unsatisfactory, emerging, accomplished, distinguished).	<input type="radio"/>				
I have a good understanding of what the three progressions are and how the evaluation components differ for each (i.e., initial, intermediate, advanced).	<input type="radio"/>				
I have a good understanding of the distinction between teaching and performance standards.	<input type="radio"/>				
I understand the weight of the different elements of the summative evaluation.	<input type="radio"/>				
I understand the process for setting student-learning goals.	<input type="radio"/>				
I understand what a rigorous student-learning goal should look like.	<input type="radio"/>				
I understand what it means for the measures used for student-learning goals to be comparable across classrooms.	<input type="radio"/>				
I understand what it means for student-learning goals to meet the criteria of using measures that employ 'two data points'.	<input type="radio"/>				
I know what type of evidence should be gathered as part of the student-learning goal-setting process.	<input type="radio"/>				
I understand the process that should be used for observation of educator performance during a classroom visit.	<input type="radio"/>				
I understand what type of evidence should be gathered as part of the classroom observation process.	<input type="radio"/>				
I understand the process of self-assessment for educators in the advanced progression.	<input type="radio"/>				
I understand the role of the professional conduct standard in the evaluation process.	<input type="radio"/>				
I understand how to apply the professional conduct standard in the evaluation process.	<input type="radio"/>				

**16. Please provide any additional comments you may have about your understanding of the system and its components.**

**Preparedness to Implement the New System**

### July 19 - 21, 2011 - Educator Evaluation Post Professional Development

**17. Please indicate the extent to which you agree with the following statements.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel prepared to use the student learning goal process that is part of the student learning standard.	<input type="radio"/>				
I feel prepared to use/participate in the observation process.	<input type="radio"/>				
I feel prepared to use/participate in the evidence documentation process.	<input type="radio"/>				
I feel prepared to assist teachers in the advanced progression in completing their self-assessment.	<input type="radio"/>				
Overall, I feel prepared to implement the new educator evaluation system.	<input type="radio"/>				

**18. Please provide any additional comments you may have about your preparedness to implement the new system.**

#### Additional Comments/Considerations

**19. Please take a moment to provide us with any additional comments or feedback about this professional development opportunity or about what you have learned about the new evaluation system.**

## August 5–12, 2011—Educator Evaluation Post Professional Development Survey

### August 5th-12th-Educator Evaluation Post Professional Development

#### Welcome

Hello and welcome! The WVDE is interested in your feedback regarding the professional development in which you participated regarding the implementation of the new educator evaluation system.

You are receiving this survey invitation because you registered for one of the six professional developments that took place between August 5th and 12th, 2011.

Your input is an incredibly important part of the educator evaluation pilot project because it helps us to better understand how well we are educating participants about the components of the new system and the extent to which we are providing good quality support that is adequate to ensure you can implement the new system.

Please provide your responses to the survey items and click submit on the final page. Note that all of your responses are confidential and your responses will only be presented as part of a group (not individually). If you have questions about this survey, please contact Andu Meharie in the WVDE Office of Research (ameharie@access.k12.wv.us). If you have questions about the educator evaluation system or pilot project, please contact the WVDE Office of Professional Preparation at 304.558.7010.

Thank you for your participation in this important data collection activity.

**\*1. Our records indicate that you registered for this professional development, but if you did not end up attending, please let us know.**

I attended.

I registered, but I did not attend the professional development.

**2. Did you attend the professional development which took place between July 19th and 21st, 2011 in Roanoke, WV?**

Yes

No

#### About You

**3. Please tell us in which school district you work.**

### August 5th-12th-Educator Evaluation Post Professional Development

**4. Which of the following BEST describes your role?**

- School improvement specialist
- RESA level staff
- District level staff
- Principal or assistant principal
- Special education teacher
- General education teacher
- Technology Integration Specialist
- School Counselor
- Speech Language Pathologist
- Reading Specialist
- Title I Teacher
- Academic Coach
- Truancy Diversion Interventionist

Other (please specify)

**5. How many years of experience have you had in your current position?**

- 1 to 3
- 4 to 5
- 6 to 9
- 10 or more

**6. How many years of experience have you had in education?**

- 1 to 3
- 4 to 5
- 6 to 9
- 10 or more

**7. Please tell us which of the following professional development sessions you attended in August.**

- August 5, 2011 – Stonewall Jackson
- August 8, 2011 – Stonewall Jackson
- August 9, 2011 – Tamarack
- August 10, 2011 – Civic Center
- August 11, 2011 – Civic Center
- August 12, 2011 – Civic Center

### Your Evaluation of the Professional Development

### August 5th-12th-Educator Evaluation Post Professional Development

**8. Please indicate the level to which you agree or disagree with the following statements about the professional development.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The professional development was high quality.	<input type="radio"/>				
The professional development was relevant.	<input type="radio"/>				
The professional development was well organized.	<input type="radio"/>				
The professional development was specific and content-focused.	<input type="radio"/>				
The professional development was hands-on and included active learning opportunities.	<input type="radio"/>				
Professional development objectives were clearly stated before sessions began.	<input type="radio"/>				
The stated objectives of the professional development were met.	<input type="radio"/>				
Professional development sessions began and ended in a timely fashion.	<input type="radio"/>				

**9. Which of the following statements best describes the usefulness of this professional development?**

- It was a good start.
- It was a good start, but I have a lot of questions.
- It was a good start, and I look forward to using the new ideas in my classroom/school/district.
- It provided everything I need to use the new ideas in my classroom/school/district.
- I don't think that these ideas will work very well in my classroom/school/district.
- It's too soon to tell.

**10. Please provide any additional comments you may have about your general evaluation of the professional development.**

### Your Evaluation of the Professional Development Materials

**11. Please indicate the level to which you agree or disagree with the following statements about the professional development materials/resources.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
An adequate amount of materials/resources were provided.	<input type="radio"/>				
The materials/resources were relevant to my work.	<input type="radio"/>				
The materials/resources provided were of high quality.	<input type="radio"/>				
The materials/resources provided were useful to my work.	<input type="radio"/>				

### August 5th-12th-Educator Evaluation Post Professional Development

**12. Please provide any additional comments you may have about professional development materials/resources.**

#### Your Evaluation of the Trainers

**13. Please indicate the level to which you agree or disagree with the following statements about presenters at the conference.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Trainers were knowledgeable about the topic.	<input type="radio"/>				
Trainers were well organized.	<input type="radio"/>				
Trainers presented the material clearly and effectively.	<input type="radio"/>				
Trainers facilitated discussions well.	<input type="radio"/>				
Trainers answered questions raised during sessions adequately.	<input type="radio"/>				

**14. Please provide any additional comments you may have about the trainers.**

#### Your Evaluation of the Topics Covered in the Professional Development

Please indicate the extent to which you agree with the following statements.

**15. Your Perception and Attitude about the System**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand the motivation (at the federal level) for the changes to the current educator evaluation system.	<input type="radio"/>				
I understand the motivation (in response to new and more rigorous teaching standards) for the changes to the current educator evaluation system.	<input type="radio"/>				
I believe the revisions to the current educator evaluation system are necessary.	<input type="radio"/>				
I believe the revisions to the current educator evaluation system are good.	<input type="radio"/>				
I have concerns about implementing the new educator evaluation system.	<input type="radio"/>				

**August 5th-12th-Educator Evaluation Post Professional Development**

**16. Please provide any additional comments you may have about your general attitudes or perceptions about the new system.**

**Your Evaluation of the Topics Covered in the Professional Development (Cont...**

Please indicate the extent to which you agree with the following statements.

**17. Understanding of the System and its Components**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have a general understanding of the conceptual framework of the new system.	<input type="radio"/>				
I have a good understanding of the four levels of performance (i.e., unsatisfactory, emerging, accomplished, distinguished).	<input type="radio"/>				
I have a good understanding of what the three progressions are and how the evaluation components differ for each (i.e., initial, intermediate, advanced).	<input type="radio"/>				
I have a good understanding of the distinction between teaching and performance standards.	<input type="radio"/>				
I understand the weight of the different elements of the summative evaluation.	<input type="radio"/>				
I understand the process for setting student-learning goals.	<input type="radio"/>				
I understand what a rigorous student-learning goal should look like.	<input type="radio"/>				
I understand what it means for the measures used for student-learning goals to be comparable across classrooms.	<input type="radio"/>				
I understand what it means for student-learning goals to meet the criteria of using measures that employ 'two data points'.	<input type="radio"/>				
I know what type of evidence should be gathered as part of the student-learning goal-setting process.	<input type="radio"/>				
I understand the process that should be used for observation of educator performance during a classroom visit.	<input type="radio"/>				
I understand what type of evidence should be gathered as part of the classroom observation process.	<input type="radio"/>				
I understand the process of self-assessment for educators in the advanced progression.	<input type="radio"/>				
I understand the role of the professional conduct standard in the evaluation process.	<input type="radio"/>				
I understand how to apply the professional conduct standard in the evaluation process.	<input type="radio"/>				

### August 5th-12th-Educator Evaluation Post Professional Development

**18. Please provide any additional comments you may have about your understanding of the system and its components.**

### Preparedness to Implement the New System

**19. Please indicate the extent to which you agree with the following statements.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel prepared to use the student learning goal process that is part of the student learning standard.	<input type="radio"/>				
I feel prepared to use/participate in the observation process.	<input type="radio"/>				
I feel prepared to use/participate in the evidence documentation process.	<input type="radio"/>				
I feel prepared to assist teachers in the advanced progression in completing their self-assessment.	<input type="radio"/>				
Overall, I feel prepared to implement the new educator evaluation system.	<input type="radio"/>				

**20. Please provide any additional comments you may have about your preparedness to implement the new system.**

### Additional Comments/Considerations

**21. Please take a moment to provide us with any additional comments or feedback about this professional development opportunity or about what you have learned about the new evaluation system.**

## Educator Evaluation Pilot Project Midyear Teacher Survey

### Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]

#### Welcome to the educator evaluation pilot midyear survey!

The WVDE is interested in your feedback regarding the educator evaluation system in which you are participating.

Your input is very important to the educator evaluation pilot project. Your feedback helps the WVDE to better understand how well the various components of the new evaluation system are implemented and how much they contribute to a fair and equitable evaluation system and professional growth. We are also interested to know whether or not the WVDE is providing good quality support that will ensure your ability to implement the new system.

We understand your time is very valuable and we have taken every measure to ensure the survey is as brief as possible. The survey should only take 5-10 minutes to complete. Please provide your responses to the survey items and click done on the final page.

Please note that, as always, all of your responses are confidential and your responses will only be presented as part of a group (not individually). We ask you to tell us in which school you work so that we can respond to your support request. If you have questions about this survey, please contact Andu Meharie in the WVDE Office of Research (ameharie@access.k12.wv.us). If you have questions about the educator evaluation system or pilot project, please contact the WVDE Office of Professional Preparation at 304.558.7010.

Thank you for your participation in this important data collection activity.

#### Demographics

Please tell us a little about yourself.

##### \* 1. In which county do you work?

- |                                 |                                |
|---------------------------------|--------------------------------|
| <input type="radio"/> Berkeley  | <input type="radio"/> Marion   |
| <input type="radio"/> Doddridge | <input type="radio"/> McDowell |
| <input type="radio"/> Hampshire | <input type="radio"/> Nicholas |
| <input type="radio"/> Hardy     | <input type="radio"/> Ohio     |
| <input type="radio"/> Kanawha   | <input type="radio"/> Roane    |
| <input type="radio"/> Lincoln   | <input type="radio"/> Wood     |

##### 2. In which school do you work?

##### \*3. How many years of experience have you had in education?

- Less than 1
- 1 to 3
- 4 to 5
- 6 to 9
- 10 to 15
- 16 or more

**Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]**

**\*4. How many years of experience have you had in your current role?**

- Less than 1
- 1 to 3
- 4 to 5
- 6 to 9
- 10 to 15
- 16 or more

**\*5. Did you attend the professional development on the new evaluation system that took place from July 20th to 21st, 2011 at Stonewall Jackson Resort?**

- Yes
- No

**\*6. Did you attend one of the six professional developments on the new evaluation system that took place from August 5th to 12th, 2011 at Stonewall Jackson Resort, Tamarack, or the Civic Center?**

- Yes
- No

**Implementation: Technology**

Please answer the following questions regarding the implementation of the new evaluation system.

**7. Have you encountered technical issues with the educator evaluation online system since the start of this pilot?**

- Yes
- No

**Implementation: Technology**

**8. Have technological issues been adequately addressed?**

- Yes
- To some extent
- No

**Implementation: Technology**

**Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]**

**9. Please briefly describe technical issues you are still encountering.**

**Implementation**

**\*10. So that we can direct you to the set of questions that are most applicable to you, please tell us in which of the following progressions you are on for evaluation purposes.**

- Initial
- Intermediate
- Advanced

**Implementation: Student Learning Goals**

**11. Have you established student learning goals and identified strategies, measures, and evidence?**

- Yes
- No

**Implementation: Student Learning Goals**

**12. How much time did it take to complete the Student Learning Goal document, e.g., establishing goals and identifying strategies, measures, and evidence?**

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="radio"/> Less than 15 minutes | <input type="radio"/> 46-60 minutes  | <input type="radio"/> 121-150 minutes   |
| <input type="radio"/> 16-30 minutes        | <input type="radio"/> 61-90 minutes  | <input type="radio"/> 151-180 minutes   |
| <input type="radio"/> 31-45 minutes        | <input type="radio"/> 91-120 minutes | <input type="radio"/> More than 3 hours |

**Implementation: Student Learning Goals**

**13. Did you have a conference with your principal or assistant principal to discuss student learning goals you submitted?**

- Yes
- No

**Implementation: Student Learning Goals**

**Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]**

**14. How long did the conference about student learning goals last?**

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="radio"/> Less than 15 minutes | <input type="radio"/> 46-60 minutes  | <input type="radio"/> 121-150 minutes   |
| <input type="radio"/> 16-30 minutes        | <input type="radio"/> 61-90 minutes  | <input type="radio"/> 151-180 minutes   |
| <input type="radio"/> 31-45 minutes        | <input type="radio"/> 91-120 minutes | <input type="radio"/> More than 3 hours |

**Implementation: Classroom Observation**

**15. Did you have a conference with your principal or assistant principal in the fall semester after he or she conducted a classroom observation?**

- Yes
- No
- My principal/assistant principal did not conduct an observation in my classroom in the fall semester

**Implementation: Classroom Observation**

**16. Did the post observation conference take place within 10 days of the classroom observation?**

- Yes
- No

**Implementation: Classroom Observation**

**17. How long did the post observation conference last? (Please provide an estimate.)**

**Note: If you have had more than one conference in the fall semester please provide an average estimate.**

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="radio"/> Less than 15 minutes | <input type="radio"/> 46-60 minutes  | <input type="radio"/> 121-150 minutes   |
| <input type="radio"/> 16-30 minutes        | <input type="radio"/> 61-90 minutes  | <input type="radio"/> 151-180 minutes   |
| <input type="radio"/> 31-45 minutes        | <input type="radio"/> 91-120 minutes | <input type="radio"/> More than 3 hours |

**Implementation: Classroom Observation**

**18. Did you complete an evidence form supporting classroom observation/s?**

- Yes
- No

**Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]**

**Implementation: Classroom Observation**

**19. Did you submit the evidence form online?**

- Yes
- No

**Implementation: Classroom Observation**

**20. Besides completing an evidence form, did you present additional evidence during the post-observation conference?**

- Yes
- No

**Implementation: Classroom Observation**

**21. How much time (actual labor hours) did you spend compiling evidence you presented during the post-observation conference? Please provide an estimate of the number of hours to the nearest quarter hour.**

**For example: 15 minutes = .25; 30 minutes = .50; 45 minutes = .75; An hour and 15 minutes = 1.25.**

**Note: If you have had more than one observation in the fall semester and/or you have compiled evidence more than once, please provide an average estimate.**

**Professional Growth**

**22. To what degree have the following evaluation components contributed to your professional growth thus far? (Select "not applicable" if tasks are not applicable to you.)**

	Not at all	Slightly	Moderately	Very	Extremely	Too early to tell	Not applicable
Developing student learning goals	<input type="radio"/>						
Conference with principal/assistant principal to discuss learning goals	<input type="radio"/>						
Classroom observation	<input type="radio"/>						
The process of compiling additional evidence	<input type="radio"/>						
Post-observation conference with principal/assistant principal	<input type="radio"/>						

**Implementation: Self-Assessment**

**Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]**

**23. Did you complete a self-assessment?**

- Yes
- No

**Implementation: Self-Assessment**

**24. Did you submit your self-assessment online?**

- Yes
- No

**Implementation: Self-Assessment**

**25. How long did it take you to complete the self-assessment?**

- |  |                                      |                                       |
|--|--------------------------------------|---------------------------------------|
| <input type="radio"/> Less than 15 minutes | <input type="radio"/> 46-60 minutes  | <input type="radio"/> 121-150 minutes |
| <input type="radio"/> 16-30 minutes        | <input type="radio"/> 61-90 minutes  | <input type="radio"/> 151-180 minutes |
| <input type="radio"/> 31-45 minutes        | <input type="radio"/> 91-120 minutes | <input type="radio"/> 3 hours or more |

**Implementation: Self-Assessment**

**26. Did you complete an evidence form supporting rating at the distinguished level?**

- Yes
- No

**Implementation: Self-Assessment**

**27. Did you submit the evidence form online?**

- Yes
- No

**Implementation: Self-Assessment**

**Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]**

**28. Besides completing an evidence form, did you present additional evidence supporting rating at the distinguished level during the conference with your principal or assistant principal?**

- Yes  
 No

**Implementation: Self-Assessment**

**29. How much time (actual labor hours) did you spend compiling evidence to support rating at the distinguished level? Please provide an estimate of the number of hours to the nearest quarter hour.**

**For example: 15 minutes = .25; 30 minutes = .50; 45 minutes = .75; An hour and 15 minutes = 1.25.**

**Implementation: Student Learning Goals**

**30. Have you established student learning goals and identified strategies, measures, and evidence?**

- Yes  
 No

**Implementation: Student Learning Goals**

**31. How much time did it take to complete the Student Learning Goal document, e.g., establishing goals and identifying strategies, measures, and evidence?**

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="radio"/> Less than 15 minutes | <input type="radio"/> 46-60 minutes  | <input type="radio"/> 121-150 minutes   |
| <input type="radio"/> 16-30 minutes        | <input type="radio"/> 61-90 minutes  | <input type="radio"/> 151-180 minutes   |
| <input type="radio"/> 31-45 minutes        | <input type="radio"/> 91-120 minutes | <input type="radio"/> More than 3 hours |

**Implementation: Self-Assessment and Student Learning Goals**

**32. Did you have a conference with your principal or assistant principal about your self-assessment and student learning goals?**

- Yes  
 No

## Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]

### Implementation: Self-Assessment and Student Learning Goals

**33. How long did the conference last?**

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="radio"/> Less than 15 minutes | <input type="radio"/> 46-60 minutes  | <input type="radio"/> 121-150 minutes   |
| <input type="radio"/> 16-30 minutes        | <input type="radio"/> 61-90 minutes  | <input type="radio"/> 151-180 minutes   |
| <input type="radio"/> 31-45 minutes        | <input type="radio"/> 91-120 minutes | <input type="radio"/> More than 3 hours |

### Professional Growth

**34. To what degree have the following evaluation components contributed to your professional growth thus far. (Select "not applicable" if tasks are not applicable to you.)**

	Not at all	Slightly	Moderately	Very	Extremely	Too early to tell	Not applicable
Self-assessment	<input type="radio"/>						
Conference with principal/assistant principal regarding self-assessment	<input type="radio"/>						
The process of compiling additional evidence for conference regarding self-assessment	<input type="radio"/>						
Developing student learning goals	<input type="radio"/>						
Conference with principal/assistant principal regarding student learning goals	<input type="radio"/>						

### Perception and Attitude About the Pilot

**35. Please tell us the degree to which you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly disagree	Too early to tell	I don't know
Under the new evaluation system, I feel I play an active role in my own evaluation.	<input type="radio"/>					
The new evaluation system is empowering to teachers.	<input type="radio"/>					
The new evaluation system is better than the previous one.	<input type="radio"/>					
The new evaluation system promotes professional growth.	<input type="radio"/>					
The new evaluation system is fair to all teachers regardless of tenure, role, etc...	<input type="radio"/>					
The new evaluation system has had a positive impact on student performance.	<input type="radio"/>					
Faculty members at my school generally have a positive attitude about the new evaluation system.	<input type="radio"/>					
The new evaluation system clarifies what is expected from teachers.	<input type="radio"/>					
My district/school has provided enough time for me to collaborate with other teachers in my school.	<input type="radio"/>					

### Support

**Educator Evaluation Pilot Project: Midyear Teacher Survey [WVDE-CIS-53]**

**36. Please tell us the degree to which you agree or disagree with the following statements.**

	Strongly agree	Agree	Disagree	Strongly disagree	Too early to tell	Not applicable
I have received adequate professional development to enable me to participate in the new evaluation system.	<input type="radio"/>					
I have received adequate evaluation-related support from school administrators.	<input type="radio"/>					
The evaluation-related feedback I have received from school administrators has been constructive and beneficial.	<input type="radio"/>					
Overall, the new evaluation system has been well implemented in my school.	<input type="radio"/>					

**37. Which component of the pilot needs further clarification? (Check all that apply.)**

- I don't need any further clarification-all components have been well explained.
- Self-assessment
- Student learning goal setting process
- Compiling additional evidence for self-assessment
- Compiling additional evidence for post-observation conference

Other (please specify)

**Additional Feedback**

Please take this opportunity to provide us with any additional feedback that you may have.

**38. What has been the most positive aspect of the new evaluation system?**

**39. What has been the most challenging aspect of the new evaluation system?**

**40. Please provide any additional comments/feedback you may have about the evaluation system.**

**You are done!**

## Educator Evaluation Pilot Project Midyear School Leaders Survey

### Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]

#### Welcome to the educator evaluation pilot mid-year survey!

The WVDE is interested in your feedback regarding the new evaluation system in which you are participating.

Your input is very important to the evaluation pilot project. Your feedback helps us to better understand how much the various components of the new system contribute to a fair and equitable evaluation system and professional growth. We are also interested to know whether or not we are providing good quality support that is adequate to ensure you can implement the new system.

This survey has three main components. The first component is in regards to the Evaluation System for School Leaders and asks your feedback about your own evaluation. The second component deals with the Educator Evaluation Pilot and your role as an evaluator for your school staff. The third section requests your feedback regarding the school counselor evaluation pilot.

The WVDE understands your time is very valuable and we have taken every measure to ensure the survey is as brief as possible. The survey should take no more than 15 minutes to complete. Please provide your responses to the survey items and click submit on the final page.

Please note that, as always, all of your responses are confidential and your responses will only be presented as part of a group (not individually). If you have questions about this survey, please contact Andu Meharie in the WVDE Office of Research (ameharie@access.k12.wv.us). If you have questions about the educator evaluation system or pilot project, please contact the WVDE Office of School Improvement at 304.558.3199.

Thank you for your participation in this important data collection activity.

#### I: Demographics

Please tell us a little about yourself.

**\* 1. Which of the following BEST describes your role?**

- Principal
- Assistant Principal

Other (please specify)

**\*2. How many years of experience have you had in education?**

- 1 to 3
- 4 to 5
- 6 to 9
- 10 to 15
- 16 or more

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**3. How many administrators (i.e., principals, assistant principals, and deans) are there in your school?**

- 1
- 2
- 3
- 4
- 5

Other (please specify)

**\*4. How many years of experience have you had in your current position?**

- 1 to 3
- 4 to 5
- 6 to 9
- 10 to 15
- 16 or more

**\*5. Did you attend the professional development on the new evaluation system which took place between July 20th and 21st, 2011 in Roanoke, WV?**

- Yes
- No

**\*6. Did you attend one of the six professional developments on the new evaluation system which took place between August 5th and 12th, 2011? (The six professional developments were held in three locations-Stonewall Jackson, Tamarack, and Charleston Civic Center)**

- Yes
- No

**II: Technology**

Please answer the following questions regarding the implementation of the new evaluation system.

**7. Have you encountered technical issues with the online system for educator and school leader evaluation since the start of this pilot?**

- Yes
- No

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**II: Technology**

**8. Have technological issues been adequately addressed?**

- Yes
- To some extent
- No

**II: Technology**

**9. Please briefly describe technical issues you are still encountering.**

**III. Evaluation System for School Leaders**

**10. Were you able to complete the following tasks related to your own evaluation?**

	Yes	No	Not applicable
Complete self-assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with superintendent/designee within six weeks of the beginning of the school year to discuss self-assessment and establish annual written goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet within two weeks of the end of the 1st semester with superintendent/designee for a midyear evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Please estimate the amount of time it took to complete each of the following tasks related to your own evaluation.**

	Less than 15 minutes	16-30 minutes	31-45 minutes	46-60 minutes	61-90 minutes	91-120 minutes	121-150 minutes	151-180 minutes	More than 3 hours	Not applicable
Complete self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference with superintendent regarding self-assessment and student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-year conference with superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**12. To what degree have the following evaluation components contributed to your professional growth thus far? (Select "not applicable" if tasks are not applicable to you.)**

	Not at all	Slightly	Moderately	Very	Extremely	Too early to tell	I don't know
Self-assessment	<input type="radio"/>						
Developing student learning goals	<input type="radio"/>						
Conference with superintendent regarding self-assessment and student learning goals	<input type="radio"/>						
Mid-year conference with superintendent	<input type="radio"/>						

**III. Evaluation System for School Leaders**

**13. Please tell us the degree to which you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Too Early to Tell	I don't know
Under the new evaluation system, I feel I play an active role in my own evaluation.	<input type="radio"/>					
The new evaluation system is empowering to school leaders.	<input type="radio"/>					
The new evaluation system of school leaders is better than the previous one.	<input type="radio"/>					
The new evaluation system promotes professional growth.	<input type="radio"/>					
The new evaluation system is fair to school leaders.	<input type="radio"/>					
The new evaluation system of school leaders has had a positive impact on student performance.	<input type="radio"/>					
The new evaluation system clarifies what is expected from school leaders.	<input type="radio"/>					

**14. Please tell us the degree to which you agree or disagree with the following statements.**

	Strongly agree	Agree	Disagree	Strongly disagree	Too early to tell	Not applicable
I have received adequate professional development to enable me to participate in the new evaluation system for school leaders.	<input type="radio"/>					
I have received adequate support from the district to implement the new evaluation system for school leaders.	<input type="radio"/>					
The evaluation-related feedback I have received from the superintendent and/or designee has been constructive and beneficial.	<input type="radio"/>					
Overall, the new evaluation system has been well implemented in my school.	<input type="radio"/>					

**III. Evaluation System for School Leaders**

Please take this opportunity to provide us with any additional feedback that you may have.

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**15. What has been the most positive aspect of the new evaluation system for your own professional growth?**

**16. What has been the most challenging aspect of the new evaluation system for you as a professional?**

**17. Please provide any additional comments/feedback you may have about the evaluation system for school leaders.**

**IV: Educator Evaluation Pilot**

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**18. Were you able to complete the following tasks related to your role as an evaluator of the educator evaluation system by the specified deadline?**

	Yes	No	Not Applicable
Assign educators to one of three professional pathways by August 12th.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct 1st observation for all educators on the initial progression by November 1st.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect supporting evidence for all educators on the initial progression by November 1st.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference with all educators on the initial progression within 10 days of 1st observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct 1st observation for all educators on the intermediate progression by December 1st.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect supporting evidence for all educators on the intermediate progression by December 1st.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference with all educators on the intermediate progression within 10 days of 1st observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct 2nd observation for all educators on the initial progression by January 1st.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect supporting evidence for all educators on the initial progression for 2nd observation by January 1st.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference with all educators on the initial progression within 10 days of 2nd observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. If you answered "no" to any of the statements above, which of the following reason/s were responsible for the delay? (Check all that apply)**

- Insufficient information regarding what was required of me
- Caseload RELATED to the evaluation pilot
- Workload UNRELATED to the evaluation pilot
- Technology related difficulties

Other (please specify)

**IV: Educator Evaluation Pilot**

In this section, we would like for you to tell us how much time it took to complete the following tasks related to the educator evaluation pilot.

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**20. Please estimate an average amount of time for each task related to the evaluation of educators in your school.**

	Less than 15 minutes	16-30 minutes	31-45 minutes	46-60 minutes	61-90 minutes	91-120 minutes	121-150 minutes	151-180 minutes	More than 3 hours	Not applicable
Observation data entry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review of evidence submitted by teachers to supplement observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-observation conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verifying student learning goals submitted by teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference regarding student learning goals with teachers on the initial and intermediate progressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference regarding self-assessment and student learning goals with teachers on the advanced progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**V: School Counselor Evaluation**

**21. Were you able to complete the following tasks related to your role as an evaluator of the counselor evaluation system by the specified deadline?**

	Yes	No	Not Applicable
Conference with counselor/s regarding self assessment and goal setting within 6 weeks of pilot training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midyear review by January 5th.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22. If you answered "no" to any of the statements above, which of the following reason/s were responsible for the delay? (Check all that apply)**

- Insufficient information regarding what was required of me
- Caseload RELATED to the evaluation pilot
- Workload UNRELATED to the evaluation pilot
- Technology related difficulties

Other (please specify)

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**23. Please estimate the amount of time it took to complete each of the following tasks related to the counselor evaluation.**

	Less than 15 minutes	16-30 minutes	31-45 minutes	46-60 minutes	61-90 minutes	91-120 minutes	121-150 minutes	151-180 minutes	More than 3 hours	Not applicable
Conference with counselor/s regarding self assessment and goal setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midyear review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**VI. Educator and Counselor Evaluation**

**24. Please tell us the degree to which you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Too Early to Tell	I don't know
Under the new evaluation system, I feel teachers and counselors play an active role in their own evaluation.	<input type="radio"/>					
The new evaluation system is empowering to teachers and counselors .	<input type="radio"/>					
The new evaluation system for teachers and counselors is better than the previous one.	<input type="radio"/>					
The new evaluation system for teachers and counselors promotes professional growth.	<input type="radio"/>					
The new evaluation system for teachers is fair to all teachers regardless of tenure, role, etc...	<input type="radio"/>					
The new evaluation system for counselors is fair.	<input type="radio"/>					
The new evaluation system has had a positive impact on student performance.	<input type="radio"/>					
Faculty at my school generally has a positive attitude about the new evaluation system.	<input type="radio"/>					
The new evaluation system clarifies what is expected from teachers and counselors.	<input type="radio"/>					

**25. To what extent have other school improvement efforts been affected by the new evaluation pilot?**

- The new evaluation pilot has positively affected other school improvement efforts GREATLY.
- The new evaluation pilot has had SOME POSITIVE effect on other school improvement efforts.
- The new evaluation pilot has had NO effect on other school improvement efforts.
- The new evaluation pilot has had SOME NEGATIVE effect on other school improvement efforts.
- The new evaluation pilot has negatively affected other school improvement efforts GREATLY.

**VI: Educator and Counselor Evaluation**

Please take this opportunity to provide us with any additional feedback that you may have.

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**26. What has been the most positive aspect of the new evaluation system for teachers and counselors in your school?**

**27. What has been the most challenging aspect of the new evaluation system for teachers and counselors in your school?**

**28. Please provide any additional comments/feedback you may have about the evaluation system for teachers and counselors in your school .**

**VII: Support**

**29. Please tell us the degree to which you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe staff at my school has received adequate training to implement the new system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have received adequate training to implement the new system in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe our school has received adequate support from the WVDE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. Do you or your staff need any clarification on any of the components of the new evaluation systems?**

- Yes
- No

**VII: Support**

**Evaluation Pilot Project-Midyear School Leaders Survey [WVDE-CIS-55]**

**31. Which component of the pilot do you or your staff need further clarification on? (check all that apply)**

- I/we don't need any further clarification-all components have been well explained.
- Self-assessment
- Student goal setting process
- Compiling evidence to supplement self-assessment
- Compiling evidence to supplement classroom observation

Other (please specify)

**You are done!**

Thank you very much for taking the time to provide us with your feedback.

## Educator Evaluation Pilot Project End-of-Cycle Survey

### Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey

#### Welcome

The WVDE is interested in your feedback regarding the educator evaluation system in which you participated during SY 2011-2012.

Your input is very important to the educator evaluation pilot project. Your feedback helps the WVDE to better understand how well the various components of the new evaluation system were implemented and how much they contributed to a fair and equitable evaluation system and professional growth.

We understand your time is very valuable and we have taken every measure to ensure the survey is as brief as possible. The survey should only take 5-10 minutes to complete. Please provide your responses to the survey items and click done on the final page.

Please note that, as always, all of your responses are confidential and your responses will only be presented as part of a group (not individually). We ask you to tell us in which school you work so that we can respond to your support request. If you have questions about this survey, please contact Andu Meharie in the WVDE Office of Research (ameharie@access.k12.wv.us). If you have questions about the educator evaluation system or pilot project, please contact the WVDE Office of Professional Preparation at 304.558.7010.

Thank you for your participation in this important data collection activity.

#### About you

Please tell us a little bit about yourself

**1. Please tell us in which district you work.**

**2. In which school do you work?**

**Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey**

**3. Which of the following content area(s) do you teach? (Check all that apply)**

**Note: If you are a school counselor, you will receive an email with a link to a survey designed specifically to you. Please exit this survey.**

- Art, dance, music, theater
- Business, marketing
- Career technical education
- Computer science, library/media, technology
- Elementary education
- English
- Family and consumer science
- Health, physical education
- Mathematics
- Science
- World languages, English as a second language

Other (please specify)

**Student Learning Goals**

**4. Were you able to accomplish the student learning goals you set at the beginning of SY 2011-2012?**

- Yes, I met both my goals
- I only met one of my goals
- I did not meet either of my goals
- Cannot be determined at this time
- I did not set any student learning goals

Other (please specify)

**Student Learning Goals**

Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey			
<b>5. How difficult was it to develop student learning goals that met each of the following criteria?</b>			
	Not difficult at all	Somewhat difficult	Very difficult
Rigorous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two data points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparable across classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Did you share your student learning goals with your students?</b>			
<input type="radio"/> Yes			
<input type="radio"/> No			
<b>7. Do you believe conferences with administrators contributed to the betterment of student learning goals?</b>			
<input type="radio"/> Yes			
<input type="radio"/> Somewhat			
<input type="radio"/> No			
<input type="radio"/> I did not have conferences with administrators in my school about student learning goals I developed.			
<b>8. Based on your experience with the new Educator Evaluation system during the pilot year (SY 2011-2012), which of the following statements BEST describes your intentions for SY 2012-2013 in regards to student learning goals?</b>			
<input type="radio"/> I plan to set student learning goals that are less challenging to accomplish.			
<input type="radio"/> I plan to set student learning goals that are more challenging to accomplish.			
<input type="radio"/> I plan to set student learning goals that are similarly challenging as last year.			
Other (please specify)			
<input type="text"/>			
<b>Progression</b>			
<b>9. So that we can direct you to the set of questions that are most applicable to you, please tell us in which of the following progressions you were on for evaluation purposes during SY 2011-2012.</b>			
<input type="radio"/> Initial			
<input type="radio"/> Intermediate			
<input type="radio"/> Advanced			
<b>Self-assessment (self-reflection)</b>			
<input type="text"/>			

**Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey**

**10. Do you believe conference(s) with administrators regarding self-assessment (self-reflection) contributed to a more accurate self-rating?**

- Yes
- Somewhat
- No
- I did not have a conference with administrators in my school regarding my self-assessment (self-reflection).

**11. Did you submit additional evidence for self-assessment (self-reflection)?**

- Yes
- No

**12. Did you request a classroom observation by an administrator(s)?**

- Yes
- No

**13. In retrospect, would you change how you rated yourself on the self-assessment (self-reflection) at the beginning of SY 2011-2012 school year?**

- Yes, on most standards/substandards.
- Yes, on some standards/substandards.
- No

**Self-assessment**

**14. If yes, please indicate the choice that BEST describes as to how you would change your self-assessment.**

- Overall, I would rate myself higher on most standards/substandards.
- Overall, I would rate myself lower on most standards/substandards.
- I would rate myself higher on some standards/substandards and lower on some standards/substandards.

**Classroom Observation**

Blank area for handwritten responses to the Classroom Observation section.

<b>Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey</b>					
<b>15. Please indicate the degree to which you agree with the following statements regarding classroom observations conducted by administrators as part of the new evaluation system.</b>					
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
Length of observations should be shortened (less than 30 minutes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of observations should be reduced (less than 4 for 'initial' and less than 2 for 'intermediate' progressions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator comments on the observation form were fair and accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-observation conferences were beneficial and constructive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback and/or recommendations based on observations were appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Professional Growth: Knowledge</b>					
On a scale of 0 to 4, please rate your KNOWLEDGE of the following before and after participation in the new Educator Evaluation Pilot Project (0 being no knowledge and 4 being very knowledgeable).					
<b>16. KNOWLEDGE BEFORE participation in pilot project during SY 2011-2012.</b>					
	0 (no knowledge)	1	2	3	4 (very knowledgeable)
Setting rigorous and measurable student-learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WV professional teaching standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of formative assessment to design instruction and intervention/enrichment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying strategies and methods to measure student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>17. KNOWLEDGE AFTER participation in pilot project during SY 2011-2012.</b>					
	0 (no knowledge)	1	2	3	4 (very knowledgeable)
Setting rigorous and measurable student-learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WV professional teaching standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of formative assessment to design instruction and intervention/enrichment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying strategies and methods to measure student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Professional Growth: Practice</b>					
Please indicate how often you PRACTICED the following strategies before and after participation in the new Educator Evaluation Pilot Project.					

<b>Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey</b>					
<b>18. Frequency of PRACTICE BEFORE participation in pilot project during SY 2011-2012.</b>					
	Rarely, if ever	Sometimes	Often	Consistently	
Setting rigorous and measurable student-learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Self-assessment/reflection of strengths and weaknesses in regards to teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Collaboration with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Use of formative assessment to design instruction and intervention/enrichment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Identifying strategies and methods to measure student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>19. Frequency of PRACTICE AFTER participation in pilot project during SY 2011-2012.</b>					
	Rarely, if ever	Sometimes	Often	Consistently	
Setting rigorous and measurable student-learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Self-assessment/reflection of strengths and weaknesses in regards to teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Collaboration with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Use of formative assessment to design instruction and intervention/enrichment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Identifying strategies and methods to measure student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Overall Perception and Attitude</b>					
<b>20. Please indicate the degree to which you agree with the following statements.</b>					
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I believe the new evaluation system has made a positive impact on me as an educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The new evaluation system promotes continuous professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The new evaluation system is supportive and constructive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the new evaluation system has had a positive impact on student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I believe the new evaluation system is better than the previous one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to participating in the new evaluation system during SY 2011-2012.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey</b>					
<b>21. Please indicate the degree to which each of the following components of the new evaluation system has impacted you positively as an educator.</b>					
	No positive impact	Little positive impact	Moderate positive impact	High positive impact	Not applicable
The process of self-assessment (self-reflection).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process of setting student learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from administrators regarding student learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from administrators during post-observation conference(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process of compiling evidence to support self-assessment (self-reflection), observations, or meeting student learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Teaching Standards rubric with descriptions for each performance level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from administrators at end-of-year conference to review semi-final summative performance rating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>22. Please indicate the degree to which you agree with the following statements regarding the summative rating of teacher performance.</b>					
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I believe the final summative performance rating I received under the new evaluation system is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanism with which final summative performance ratings are calculated is clear and transparent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe using standardized school growth scores for Math and RLA to evaluate all teachers is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized school growth scores for Math and RLA should count more than 5% toward the final summative performance rating of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe it is fair to evaluate teacher performance using results from student learning goals set by each teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results from student learning goals set by each teacher should count more than 15% toward the final summative performance rating of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Support</b>					
<b>23. Please tell us the degree to which you agree with the following statements.</b>					
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The professional development I received prior to SY 2011-2012 adequately prepared me participate in the new evaluation system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation-related support I received from school administrators during SY 2011-2012 was constructive and beneficial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the new evaluation system has been well implemented in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Educator Evaluation Pilot Project: SY2011-2012 End-of-Cycle Survey**

**24. After a full year of participation in the evaluation pilot project, which component of the evaluation system still needs further clarification? (Check all that apply.)**

- I don't need any further clarification-all components have been well explained.
- Self-assessment (self-reflection).
- Student learning goal setting process.
- The process of compiling evidence to support self-assessment (self-reflection), observations, or meeting student learning goals.
- Use of standardized school growth data to summative rating.

Other (please specify)

**Additional Comment**

**25. Based on your experience in the educator evaluation system during SY 2011-2012, what changes, if any, would you recommend for next year?**

## Focus Group Interview Questions—Administrators

1. What is your initial reaction to how the new evaluation system is going so far?
  - a. General thoughts
  - b. Self-assessment (their own self-assessment)
    - i. What did you learn from the self-assessment?
    - ii. What were some of the difficulties that arose when evaluators' and teachers' assessments diverged?
    - iii. How were these difficulties resolved?
    - iv. How much time does it take to compile evidence for self-assessment?
  - c. 1<sup>st</sup> observation and conference
    - i. What type of feedback did you provide as a result of the 1<sup>st</sup> observation and conference?
    - ii. Difficulty meeting the November 1<sup>st</sup> deadline.
    - iii. How much time does it take to review evidence for conference following observation?
  
2. What effect is the new evaluation pilot having on relationships among various groups in the school system?
  - a. How the new system differently affected relationships between teachers and administrators compared with the previous evaluation system?
  - b. How has the new system differently affected relationships among teachers compared with the previous evaluation system? (i.e., collaboration)
  - c. How has the new system differently affected relationships between teachers and students compared with the previous evaluation system?
  - d. How has the new system differently affected relationships between principals and superintendents compared with the previous evaluation system?
  
3. What has been the effect of the new system on you, as a professional?
  - a. How has it affected your role as an administrator?
    - i. How has it affected your knowledge of the Professional Leadership standards?
    - ii. How has it affected your ability to set learning goals?
    - iii. How has it affected the amount of time you can spend on non-evaluation related responsibilities?
  
4. What are your concerns about the new system?
  - a. How different is/are your concern/s compared with how evaluation was done in the past? (i.e., issues related to the online system)
  
5. What type of additional support do you need?
  
6. Is there anything else anyone would like to add?

## Focus Group Interview Questions—Teachers

1. What is your initial reaction to how the new evaluation system is going so far?
  - a. General thoughts
  - b. Self-assessment (**advanced teachers only**)
    - i. What did you learn from the self-assessment?
    - ii. What were some of the difficulties that arose when evaluators' and teachers' assessments diverged?
    - iii. How were these difficulties resolved?
    - iv. How much time does it take to compile evidence for self-assessment? (advanced teachers only)
  - c. 1<sup>st</sup> observation and conference (**initial and intermediate teachers only**)
    - i. What type of feedback did you receive as a result of the 1<sup>st</sup> observation and conference?
    - ii. How much time does it take to compile evidence for conference following observation?
2. What effect is the new evaluation pilot having on relationships among various groups in the school system?
  - a. How has the new system differently affected relationships between teachers and administrators compared with the previous evaluation system?
  - b. How has the new system differently affected relationships among teachers compared with the previous evaluation system? (i.e., collaboration)
  - c. How has the new system differently affected relationships between teachers and students compared with the previous evaluation system?
3. What has been the effect of the new system on you, as a professional?
  - a. How has it affected your teaching?
    - i. How has it affected your knowledge of the new Professional Teaching standards?
    - ii. How has it affected your ability to set learning goals?
  - b. How has it affected your other professional responsibilities? (i.e., Standards 4 & 5-engaging in professional development, working with parents/guardians and other community members, promoting other practices and policies that improve school environment and student learning)
4. What are your concerns about the new system?
  - a. How different is/are your concern/s compared with how evaluation was done in the past? (i.e., issues related to the online system)
5. What type of additional support do you need?
6. Is there anything else anyone would like to add?

## Student Learning Goal Seven Rating Dimensions

### I. Is the Goal S.M.A.R.T.?

1. Is the goal **Specific**? If it is a specific goal, one should be able to answer the following four questions:
  - *What*: What exactly is to be accomplished?
  - *Why*: What are the reasons, purpose or benefits of accomplishing the goal?
  - *Who*: Who is involved? Who are the target audience?
2. 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.
  - How will one know when goal is accomplished?
  - What indicators will one look for to measure progress and success?
  - Are data to measure progress and success readily available (i.e., Acuity, DIBELS)? Or does one need to develop new measures (e.g., teacher made assessments)?
3. Is the goal **attainable**? Given resources available, goal must be realistic and attainable.
  - Are there personnel with sufficient abilities and skills to accomplish your goal (including evaluation)?
  - Is there sufficient time to accomplish the goal?
  - What other types of resources does one need to attain your goals (i.e., technology, space, equipment, etc...)?
4. Is the goal **relevant**? Ultimately, goals should help achieve better student outcome.
  - Does it align to curriculum standards?
  - Why is it significant?
  - Is it worthwhile?
  - Is this the right time?
  - Does the goal appear to be appropriate given the context described on the worksheet?
  - Do the strategies proposed appear to be logically related to the proposed outcome?
5. Is your goal **time-bound**? Goals should have starting points, ending points, and fixed durations.
  - When will one achieve this goal?
  - When will one undertake activities to achieve our goal?
  - When can one expect to see some short-term outcomes?

**II. Does the goal use a measure that employs at least two Points in Time?**

- Do they propose at least two points?
- From what is provided on the worksheet, are you able to determine if there is sufficient time between data collection points, for the teacher to design and implement instruction and/or formative assessment to adequately measure progress toward meeting the goal?

**III. Is the goal/measure appropriately rigorous?**

- Is the goal based upon the WV standards and objectives?
- Is the goal appropriately challenging to all potential learners?
- Is it fair and equitable?

**IV. Is the measure proposed comparable?**

- Can another teacher take the same measure and use it for their students?
- Can the measure be APPLIED consistently and to get the same results in a similar classroom or context?

**V. Is the goal collaborative in nature?**

- Does this worksheet include any evidence that the teacher proposed to collaborate with other individuals to accomplish the goal?

**VI. Number of Measures Used**

- How many measures were proposed?
  - One, two, three, or more?

**VII. Achieved**

- From what is provided on the worksheet, are you able to determine if the goal was met?
  - Note, according to WVDE guidance, educators are required to submit evidence of student learning goals by May 15, 2012.

## Student Learning Goal Rating Scale Descriptors

*a. Does not meet expectation*

- i. The educator has not provided an adequate amount of required information to assess this particular aspect of the goal.

**OR**

- ii. The information provided clearly indicates that this particular aspect of the goal is well below average in terms of quality.

*b. Approaches expectation*

- i. The educator has provided adequate amount of required information to assess this particular aspect of the goal.

**AND**

- ii. Information provided clearly indicates that this particular aspect of the goal is above average, although not ideal.

*c. Fully meets expectation*

- i. The educator has provided adequate amount of required information to assess this particular aspect of the goal.

**AND**

- ii. Information provided clearly indicates that this particular aspect of the goal is high quality.

*d. Cannot be determined*

- i. Rater does not have the necessary background to assess this particular aspect of the goal.

**OR**

- ii. In the case of the last rubric item (Was the student learning goal met?) data was not provided to determine if the student learning goal was met.

*e. In progress (Was the student learning goal met?)*

- i. The educator used a measure for which data was not available by May 15, 2012, which was the deadline to submit evidence of student learning goals.

Student Learning Goal Rating Survey-Final		
<b>Introduction</b>		
Use this tool to enter demographic data and consensus assessment scores for each Student Learning Goal worksheet reviewed by your team.		
<b>Demographic</b>		
<b>*1. Rater ID</b>		
<input type="radio"/> Pair 1		
<input type="radio"/> Pair 2		
<b>*2. Worksheet ID</b>		
<input type="text"/>		
<b>3. School</b>		
<input type="text"/>		
<b>4. Progression level</b>		
<input type="radio"/> Initial		
<input type="radio"/> Intermediate		
<input type="radio"/> Advanced		
<b>5. Grade level (check all that apply)</b>		
<input type="checkbox"/> PreK	<input type="checkbox"/> 4	<input type="checkbox"/> 9
<input type="checkbox"/> K	<input type="checkbox"/> 5	<input type="checkbox"/> 10
<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11
<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12
<input type="checkbox"/> 3	<input type="checkbox"/> 8	<input type="checkbox"/> Not provided

**Student Learning Goal Rating Survey**

### Student Learning Goal Rating Survey-Final

**8. For each item, please choose the most appropriate answer from the matrix of choices. (2 Points in time)**

	Does not meet expectation	Approaches expectation	Fully meets expectation	Cannot be determined
The teacher allowed for an adequate and appropriate amount of time between data points to design and implement instruction and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher proposed to use data from an appropriate baseline data given the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher planned logical strategies to achieve goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. For each item, please choose the most appropriate answer from the matrix of choices. (Rigorous)**

	Does not meet expectation	Approaches expectation	Fully meets expectation	Cannot be determined
Assessment(s) used by teacher is aligned with WV content standards and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment(s) used by teacher is challenging to all learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment(s) used by teacher is fair and equitable to all learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. For each item, please choose the most appropriate answer from the matrix of choices. (Comparable)**

	Does not meet expectation	Approaches expectation	Fully meets expectation	Cannot be determined
Measure(s) used by teacher can be employed in the same manner by other teachers in similar contexts (e.g., same grade and/or subject).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure(s) is likely to consistently assess performance in other similar contexts (e.g., measure identifies good/bad student performance identically in same same grade and/or subject).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Does the goal include a collaborative component?**

No

Yes

**12. How many measures did the teacher to assess propose goal.**

1

2

3

### Student Learning Goal Rating Survey-Final

**13. Was the student learning goal met?**

- No
- Yes
- In progress
- Cannot be determined





