Performance Assessment System for Teachers

Modified form of ADEPT

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PAS-T ~ Performance Assessment System for Teachers

All Teachers are evaluated using the Performance Assessment System for Teachers.

PAS-T Performance Standards:
The following Performance Standards are correlated to the ADEPT (State) Performance Standards.

1. **Knowledge of Curriculum, Subject Content, and Developmental Needs**
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

2. **Instructional Planning**
The teacher plans for the use of appropriate curricula, instructional strategies, and resources to address the needs of all students.

3. **Instructional Delivery**
The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.

4. **Assessment**
The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

5. **Learning Environment**
The teacher provides a safe, student-centered environment that is academically challenging and respectful.

6. **Communication**
The teacher communicates effectively with students, school personnel, families, and the community.

7. **Professionalism**
The teacher maintains a professional demeanor, participates in professional growth opportunities, and contributes to the profession.

8. **Student Achievement**
The work of the teacher results in acceptable, measurable progress based on established standards.
**Documenting Performance:**

Listed below are the sources that are used to collect data on the teacher during the evaluation process.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Teachers set goals for increasing student growth based on appropriate performance measures. The goals and the goal fulfillment are an important data source for evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Observations with Reflections</td>
<td>Formal observations focus directly on the 8 teacher performance standards. Classroom observations also include review of teacher products and/or artifacts. Teachers receive timely feedback based on the observational data collected. Teachers are also asked to reflect on the lesson observed.</td>
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<tr>
<td>Informal Observations</td>
<td>Informal observations are intended to provide more frequent information on a wide variety of contributions made by the teacher.</td>
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<tr>
<td>Student Survey &amp; Summary Report</td>
<td>Student surveys provide information to the teacher about the student’s perceptions of how the professional is performing. The actual survey responses are only seen by the teacher who prepares a survey summary for inclusion in the portfolio.</td>
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<tr>
<td>Portfolio</td>
<td>The portfolio includes artifacts that provide documentation for the 8 performance standards. There are some required documents as well as suggested documents.</td>
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</tbody>
</table>

**Performance Appraisal Rubric:**

Each standard is rated at the end of the year using this four point rating scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
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| Exemplary        | High quality performance:  
• exceeds the requirements contained in the job description as expressed in the evaluation criteria  
• continually seeks opportunities to learn and apply new skills.  
• consistently exhibits behaviors that have a strong positive impact on students and the school climate and serves as a role model to others. |
| Proficient       | High quality performance:  
• meets the requirements contained in the job description as expressed in the evaluation criteria.  
• demonstrates willingness to learn and apply new skills.  
• exhibits behaviors that have a positive impact on students and school climate. |
| Needs Improvement| Inconsistent performance:  
• results in less than quality work performance and student behavior.  
• leads to areas for professional improvement being jointly identified and planned between the teacher and supervisor.  
• will result in an unsatisfactory rating if it continues. |
| Unsatisfactory   | Poor quality performance:  
• does not meet the requirements contained in the job description as expressed in the evaluation criteria.  
• may result in the employee may not being recommended for continued employment, if a plan of improvement is not met. |