

A PROGRESSION IS –

- A designation given to all classroom teachers based upon years of professional experience for the purposes of the educator evaluation.
- The educator evaluation offers educators three progressions:
 - » Initial
 - » Intermediate
 - » Advanced

How are Progression Levels designated within the Educator Evaluation System?

- At the beginning of the evaluation year, the school-level administrator assigns all teachers, including both classroom and specialists, to one of three progressions for evaluation purposes:
 - » The Initial Progression is assigned to new educators and to those educators with up to three years of professional teaching experience.
 - » The Intermediate Progression is assigned to educators in their fourth or fifth year of professional teaching experience.
 - » The Advanced Progression is assigned to educators who are in their sixth year of professional teaching experience or more.

When determining the proper progression level, how are the years of experience an educator holds tabulated?

- The progression level is assigned based upon the number of years the educator has as a full-time classroom teacher on a continuing employment contract. For the purposes of the evaluation system, newly employed full-time teachers are assigned as having 1 year.

What are the implications of assignment within each of the three progressions?

- The Initial Progression provides educators multiple opportunities to demonstrate what they know and do best during the first three years of their professional teaching careers. Educators on the Initial Progression will meet with their evaluators to assess effective instruction through four observations. Two of the observations are scheduled with educators. These educators will likewise benefit from consistent constructive feedback on evidence they submit throughout the evaluation related to the Professional Teaching Standards. Professional Development and support, as part of induction, are required by House Bill 4236 for educators on the Initial Progression whose performance is evaluated as emerging on a single element.

- The Intermediate Progression allows educators to demonstrate professional achievement and growth through the submission of evidence related to the Professional Teaching Standards and two observations conducted by the assigned evaluator. One of the two observations is scheduled with educators.
- The Advanced progression offers experienced educators the opportunity to participate in a self-reflection process through which they will also provide evidence of their success as it relates to the Professional Teaching Standards.
- In the Intermediate and Advanced Progressions, emerging performance is addressed at the school and district level. Quality sustained job-embedded professional development should be available to any educator who seeks to improve practice. Professional development resources, including online tools and other media, are accessible to all West Virginia educators as part of the comprehensive system of support developed by counties.

How are progressions assigned to educators returning to the classroom after an extended hiatus from teaching?

- Educators who return to the classroom after a hiatus of three or more years, and who initially began their careers in West Virginia, are placed on the Initial Progression for their first year in West Virginia before continuing the second year on the appropriate progression based upon years of professional teaching experience and an evaluation rating of accomplished or higher.

How are progressions assigned to educators who began their teaching careers in states other than West Virginia?

- Educators who began their careers in other states are placed on the Initial Progression for three years. Evaluators have the option to place educators who began their careers in other states on the appropriate progression based upon years of professional teaching experience and an evaluation rating of accomplished or higher beginning with the second year of teaching in West Virginia schools.

** *The position of School Counselor is not considered a Progression but the position is assigned within the Progressions component of the Online Educator Evaluation System.*

THE LEVELS OF PERFORMANCE ARE –

- The distinct designations used within the evaluation system to describe the quality of an educator’s professional practice within a West Virginia school.
- The four Levels of Performance used in the Educator Evaluation System are:
 - » Distinguished
 - » Accomplished
 - » Emerging
 - » Unsatisfactory

How are the four Levels of Performance defined for a Classroom Teacher?

- Distinguished teacher 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 teacher performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.
- Emerging teacher performance represents teaching that demonstrates knowledge and skills to implement essential elements, albeit not always successfully at times.
- Unsatisfactory teacher performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.

How are the four Levels of Performance defined for a School Leader?

- Distinguished school leader performance encompasses practices that are consistently exceptional.
- Accomplished school leader performance encompasses practices that consistently meet basic competency expectations.
- Emerging school leader performance encompasses practices that do not consistently meet basic competency expectations, but demonstrate adequate growth toward meeting standards during the evaluation process.

- Unsatisfactory school leader performance encompasses practices that are consistently inadequate and/or unacceptable.

How are the four Levels of Performance defined for a School Counselor?

- Distinguished counselor performance leads to continuous improvement of the school counseling program and have a systematic approach to collaboration and communication.
- Accomplished counselor performance indicates mastery within an element of the West Virginia Counselor Evaluation Standards and Elements. This level of performance is expected for most experienced counselors.
- Emerging counselor performance describes counselors who may be new to the field or experienced counselors who are weak in a particular area and need to set improvement goals to move to a more accomplished level of performance.
- Unsatisfactory counselor performance describes counselors with unacceptable job performance within specific standard elements and may be doing hard to students.

How is a Level of Performance determined for an educator?

- Rubrics specific to the roles/duties of Classroom Teacher, School Leader, or School Counselor are used to guide the determination of specific performance levels. Evaluators select a performance level from the rubric that best describes current, actual educator practice – not a future expectation – for a particular standard element. Performance level ratings may fluctuate from year to year due to a variety of circumstances, such as changes in content or grade level.

A SELF-REFLECTION IS –

- The first of the five components within the West Virginia Online Educator Evaluation System.
- An introspective self-assessment of an educator's own professional practice in an effort to identify both professional strengths and weaknesses in relation to the established professional standards, and completed through the online system or equivalent paper-based forms (if applicable).

Who is required to complete a self-reflection as part of the West Virginia Educator Evaluation System?

- School leaders/administrators, classroom teachers, and school counselors are required to complete a self-reflection each year as part of the educator evaluation.

Why are educators required to complete a self-reflection as part of the educator evaluation?

- Self-reflections provide educators the opportunity to consider personalized plans for continued professional growth.

How does an educator properly complete a self-reflection within the educator evaluation?

- The vast majority of West Virginia educators will complete all components of the Educator Evaluation System, including the Self-reflection component through the WVEIS on the Web online system. Only educators in specific circumstances will use the equivalent alternate evaluation methods. Please contact your employing district central office if you need clarification as to which method you will use.
- Educators reflect upon their own professional practices as they relate to the specific professional standards for their assigned role (e.g. – School Leader, Classroom Teacher, or School Counselor).
- Educators use provided rubrics to guide the determination of a self-rating for each standard element which is reflected upon. The ratings used in the self-reflection are:
 - » Distinguished
 - » Accomplished
 - » Emerging
 - » Unsatisfactory

- The provided rubrics establish a definition of each of the ratings relative to the standard element being reflected upon.
- Using the rubric, educators assign themselves a rating for each standard element reflected upon based on a preponderance of the evidence.

Once the self-reflection component is completed, what is the next step?

- The completed self-reflection is submitted for review by the educator's assigned evaluator. Submission is accomplished through the online evaluation system for most educators.
- The evaluator reviews the completed educator self-reflection. Evaluators have the right to request that educators submit evidence to support a self-reflection rating.
 - » Evidence is required for any Distinguished ratings given on a self-reflection.
 - » Educators may submit evidence to support their self-reflection throughout the remainder of the evaluation year, but must have all evidence submitted by the evaluation's Summative Conference.
- Evaluators do not have the right to alter the self-reflection ratings chosen by the educator during the self-reflection process.

Are educators required to revise or update a self-reflection once it has been submitted?

- No. An educator is not required to revise or update a self-reflection once it has been successfully submitted and reviewed by an evaluator.
- Educators may review their own self-reflection, as needed, throughout the remainder of the evaluation year.

What is the deadline for the completion of self-reflections within the West Virginia Educator Evaluation System?

- Completed self-reflections are to be submitted by the educator to the evaluator for review on or before October 1 of each school year.

GOAL SETTING IS –

- The process of developing rigorous, measurable goals to improve student learning. Goals span a school year, semester or quarter. The end measure of the goal must be complete prior to the summative evaluation.

Who develops goals within the West Virginia Educator Evaluation System?

- School Leaders, Classroom Teachers, and Counselors are all required to develop, submit, and implement goals as part of the evaluation process.

How is the Goal Setting component of the evaluation properly completed?

- The vast majority of West Virginia educators will complete all components of the Educator Evaluation System, including the Goal Setting component, through the WVEIS on the Web online system. Only educators in specific circumstances will use the equivalent alternate evaluation methods. Please contact your employing district central office if you need clarification as to which method you will use.
- Educator goals are entered into the online system using the available generic templates.
- All educators are required to develop and implement a minimum of two (2) goals each school year.
- Educators shall complete the Goal Setting process on or before November 1 of each school year.
 - » Implementation of the goals may take place after November 1.

What types of goals do Classroom Teachers develop each year?

- Classroom Teachers develop two (2) Student Learning Goals each school year.
- Student Learning Goals shall be related to improving students' academic achievement. The determination of the goals shall be based on the identified needs of the students.
- All teachers in grades Pre-K through 3rd grade shall include one (1) goal which addresses increasing students' reading proficiency.
- Student Learning Goals are to be implemented over the course of at least a grading period (6 or 9 weeks), but may span a full semester (18 weeks) or longer.

What types of goals do School Leaders develop each year?

- School Leaders develop a minimum of two (2) goals each year.
- The first goal shall be related to student learning and the school leader's job responsibilities as described in the Leadership Standards
- The second goal shall be derived from the school leader's self-reflection based on the WV Leadership Standards.

What types of goals do School Counselors develop each year?

- School Counselors develop two (2) goals each school year.
- The Standard Element Goal is developed by identifying an area for individual professional improvement in one of the 13 standard elements. Counselors use the standard element rubrics to complete a self-reflection and to identify an area needing improvement. The Standard Element Goal is established to promote growth in the identified area the counselors chooses to improve.
- The Student Impact Goal is developed to meet a specific identified need within the school that research identifies as a variable that impacts student achievement. The determination of Student Impact Goals shall be established jointly between the counselor and principal and based on student needs identified through surveys and needs assessments and a review of school-wide student data (e.g. attendance, discipline, course enrollment data, drop-out data, graduation rates, etc.) and shall address an area related to the WV School Counseling Student Standards.
- These goal are to be implemented over the course of at least a grading period (6 or 9 weeks), but may span a full semester (18 weeks) or the full school year.

When are the results of each educator's goal setting expected to be available?

- Classroom Teachers and School Counselors must have the results of their goals input into the online system prior to their Summative Conference, which occurs prior to June 15 each year.
- School Leaders must have the results of their goals input into the online system prior to their Summative Conference with their evaluator, which occurs prior to July 1 each year.

EVIDENCE IS –

- A collection of data used to support the determination of performance level ratings on the professional standards used in the evaluation of an educator.

When is the submission of evidence required within the West Virginia Educator Evaluation System?

- There are three instances in which the submission of evidence is required:
 - » When an educator rates themselves as Distinguished on any of the standard elements within the Self-reflection component of the evaluation.
 - » When an evaluator's opinion differs on a rating submitted by an educator on a self-reflection.
 - » When an evaluator rates an educator as Unsatisfactory on any standard element within the professional standards.

How is evidence submitted?

- The vast majority of West Virginia educators will complete all components of the Educator Evaluation System, including the Evidence component, through the WVEIS on the Web online system. Only educators in specific circumstances will use the equivalent alternate evaluation methods. Please contact your employing district central office if you need clarification as to which method you will use.
- A brief description of the evidence is entered into the system.

Must an educator submit evidence for every standard element on which they will be evaluated?

- No. Evidence is submitted for standard elements as desired by the educator and/or as requested by the evaluator. The submission of evidence for every standard element is not required.

Do educators upload evidence documents to the online system or keep portfolios full of documents for the purposes of using them as evidence?

- No. The uploading of documents is not an available feature within the online evaluation system, nor is it required. The keeping / maintaining of a portfolio for the purposes of "evidence collection" is also not required.

Is the educator the only person who may submit evidence?

- No. Evaluators may submit known evidence to support a performance rating on the behalf of an educator using the online system.
- Evaluators are required to submit evidence when an Unsatisfactory rating is given to an educator.
 - » All other evidence submitted by an evaluator on behalf of an educator is done so at the will and discretion of the evaluator.

How much evidence is needed within the online system?

- Evidence can be as simple as a date and name of an event if such data provides information on a particular professional standard. It can also be any type of description of a teaching activity, etc., that informs the evaluator about a particular standard.

What happens if an educator does not submit evidence to the online evaluation system to support performance level ratings?

- Educators who do not submit evidence to the online evaluation system are not eligible to receive a performance level rating of Distinguished.
- Educators who do not submit evidence to the online evaluation system forfeit an opportunity to have a voice in their own performance evaluation.

AN OBSERVATION IS –

- The opportunity to view educator practice and collect data to evaluate performance. Evidence collected during observations help educators clarify strengths and identify areas for growth.

Which educators are required to have observations conducted as part of the West Virginia Educator Evaluation System?

- Observations within the evaluation system are designed for educators on the Initial and Intermediate Levels of Progression.
- Educators on all progressions, as well as School Counselors, may request to be observed by their evaluator.
- Per WV Policy 5310, an evaluator maintains the right to perform an observation with any educator whenever deemed necessary by the evaluator.

How many observations are required for educators on the Initial and Intermediate Levels of Progression?

- Educators on the Initial Level of Progression are observed a minimum of four (4) times during each school year. Two (2) of the observations will be scheduled with the educator and will be conducted during an instructional activity.
- Educators on the Intermediate Level of Progression are observed a minimum of two (2) times during each school year. One (1) of the observations will be scheduled with the educator.
- Educators on the Advanced Level of Progression are not required to be observed, but may request an observation from their evaluator when desired.

What is the minimum length of time an observation must last?

- Observations are required to last the length of one lesson, but not less than thirty (30) minutes in length.

How is data from observations recorded within the Educator Evaluation System?

- The vast majority of West Virginia educators will complete all components of the Educator Evaluation System, including the Observation component, through the WVEIS on the Web online system. Only educators in specific circumstances will use the equivalent alternate evaluation methods. Please contact your employing district central office if you need clarification as to which method you will use.
- Evaluators have the capacity to input data collected during an observation directly into the online evaluation system.

Is the educator given an opportunity to review the results of an observation?

- Yes. Evaluators are required to schedule a conference with an educator within ten (10) days of an observation. Educators and evaluators exchange reflection and feedback regarding the observation, and identify strategies and recourses. They likewise review any additional/new data collected during the observation at the conference.

How is observation data ultimately used with the Educator Evaluation System?

- Data accumulated as part of an observation is considered and used as evidence in the determination of the summative performance rating at the conclusion of the school year.

THE SUMMATIVE EVALUATION IS –

- The final annual assessment that measures levels of performance in performance standards, professional conduct and goals as documented in the online educator evaluation system.
- The determinant component for 95% of an educator’s total evaluation for the school year.
 - » Only the School Growth component (5%) remains to be factored in at a later date.

What is considered by an evaluator when completing the Summative Evaluation for an educator?

- All previous components of the Educator Evaluation System may be considered by the evaluator when making performance level ratings determinations for an educator’s Summative Evaluation. The following list contains items that may be considered by an evaluator when completing a Summative Evaluation:
 - » Appropriate rubric containing the professional standards on which the educator is being evaluated.
 - » Educator’s Self-Reflection
 - » Evidence submitted to the system to support Self-Reflection ratings
 - » Goal-Setting: Data indicating how successful an educator was in achieving the goals set for the school year.
 - » Data collected during Observation(s)

Can a Distinguished rating on the Summative Evaluation be granted to an educator who has not submitted evidence to the evaluation system?

- No. Evidence must be present in the system to support a rating of Distinguished.

How are the individual components of the evaluation system weighted when the Summative Evaluation is being calculated?

- 80% of the evaluation is based upon the educator’s performance within the Professional Standards.
- 15% of the evaluation is based upon the educator’s performance on the Goal Setting component of the evaluation.
- 5% of the evaluation is determined by the School-Wide Growth score. This component is factored into the evaluation of an educator by the State Department of Education when the necessary data is available.

What is the effect of an *Unsatisfactory* rating at the standard level on a Summative Evaluation?

- Any *Unsatisfactory* rating at the standard level within the Professional Standards (80%) results in the educator being placed on a Corrective Action Plan. (For more information, refer to “Plans for Continuous Improvement”)
- An educator may not receive an *Unsatisfactory* rating for both Learning Goals (15%) unless the educator received an *Unsatisfactory* rating in the Professional Standards.

What is the Summative Conference?

- The Summative Conference takes place between the educator and the evaluator. A discussion of the educator’s completed Summative Evaluation occurs during this conference.

What are some attributes of an effective Summative Conference?

- Communication between evaluator and educator is open and reciprocal. Neither the evaluator nor the educator is monopolizing the conversation.
- Trust between evaluator and educator exists and both understand the importance of listening to the other.
- Evaluator keeps the tone of the conference positive and constructive.
- Evaluator is detailed and specific with the recommendations and comments given to the educator during the conference.

Do deadlines exist for the completion of the Summative Evaluation and corresponding Summative Conference?

- Yes. West Virginia Policy 5310 has established the following deadlines for the completion of the Summative Evaluation and Summative Conference each school year:
 - » For Classroom Teachers and Counselors – Summative Evaluation (except School Growth) and Summative Conference are to be completed on or before June 15 of each school year.
 - » For School Leaders - Summative Evaluation (except School Growth) and Summative Conference are to be completed on or before July 1 of each school year.

PLANS FOR CONTINUOUS IMPROVEMENT ARE –

- Developed by the evaluator and the educator when an educator’s performance indicates an area of concern and/or is unsatisfactory in any area of the educator’s responsibility.
- There are two (2) types of Plans for Continuous Improvement within the Educator Evaluation System:
 - » The Focused Support Plan (FSP)
 - » The Corrective Action Plan (CAP)

What is a Focused Support Plan?

- The Focused Support Plan (FSP) is a proactive measure that supports individual improvement and professional growth. The FSP may commence only after a purposeful conversation between evaluator and educator has taken place, and when there is documented evidence indicating an area of concern based on one or more of the professional standards. The FSP, and its implementation, is an improvement process between the educator and the evaluator.

What are the essential components of a Focused Support Plan?

- There is an identified area of concern with reference to the professional standards to be address.
- A clear expectation for change has been communicated.
- A nine (9) week minimum timeline for the FSP has been established.
- Resources purposed with supporting the educator’s improvement are made readily available to the educator.

What happens at the conclusion of a nine (9) week Focused Support Plan?

- At the conclusion of the nine (9) week FSP, if evidence demonstrates that the standard has been met, then the plan is successfully completed.
- At the conclusion of the nine (9) week FSP, if evidence demonstrates that adequate progress has been made but the standard has not been met, the FSP may be extended one time for an additional nine (9) week period at the discretion of the evaluator.
- At the conclusion of the nine (9) week FSP, if evidence demonstrates inadequate progress on the standard related to the area of concern, an evaluation will be completed and a Corrective Action Plan will be initiated.

What is a Corrective Action Plan?

- The Corrective Action Plan (CAP) is initiated when a Focused Support Plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one or more of the standards, or when certain instances of misconduct as specified in West Virginia State Code require immediate action and/or a CAP. The CAP may be initiated for an educator at any point in the school year.

What are the essential components of a Corrective Action Plan?

- There is an identified area of unsatisfactory performance with reference to the standard(s) to be addressed.
- A clear expectation for change has been communicated.
- An eighteen (18) week timeline is established for the plan.
- Resources purposed with supporting the educator’s improvement are made readily available to the educator. These resources may include referral to other educators.

What happens at the conclusion of an eighteen (18) week Corrective Action Plan?

- The CAP is determinative and may not be repeated.
- Evidence of adequate progress must be demonstrated by the conclusion of the eighteen (18) week CAP.
- If evidence does not demonstrate that adequate progress has been made at the conclusion of the CAP, termination for unsatisfactory performance shall ensue.

Are Summative Evaluations required as part of the Plans for Continuous Improvement?

- Yes. In accordance with WV Code 18A-2-8, an Unsatisfactory rating can only be given as part of a written evaluation. Therefore, an online Summative Evaluation must be completed for an educator prior to the beginning of and at the conclusion of a Corrective Action Plan.

Can an educator transfer to another school and/or county while on a Plan for Continuous Improvement?

- The determination of whether or not an educator may transfer to another school/county while on a Plan for Continuous Improvement is made by the employing district’s central office.