

Board of Education Agenda Item

Item: _____ I. _____

Date: _____ July 22, 2010 _____

Topic: Report on the Study and Development of Model Teacher and Administrator Evaluation Systems

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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000.

On May 21, 2008, the *Virginia Standards for the Professional Practice of Teachers* were approved by the Board of Education as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. These standards were established as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

The Board of Education approved the document, *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*, on November 20, 2008. The development of this document, funded by a grant from the Wallace Foundation, was designed to strengthen standards and identify indicators for school leaders (assistant principals and principals) and

provide guidance to school divisions in recommending principals for the Principal of Distinction Administration and Supervision endorsement.

The Virginia Department of Education is undertaking a comprehensive study of teacher and administrator evaluation as a tool to improve student achievement and to provide models that may be used by school divisions to develop differentiated or performance-based compensation systems. The study will be conducted in two phases.

Summary of Major Elements

The Virginia Department of Education is forming a workgroup to conduct a comprehensive study of teacher and administrator evaluation. Phase I of the study is designed to provide revised guidance documents and new evaluation models for teachers that can be used in school divisions to improve student achievement by improving teacher performance, increasing teacher retention, and developing meaningful, targeted professional development. Results of teacher evaluations also can be used by school divisions to inform equitable distribution of teachers across school divisions as well as develop differentiated or performance-based compensation systems. The workgroup plans to target school divisions with high-poverty schools and persistently low-performing schools as initial pilot sites for revised evaluation models. Phase II of the study will be designed to provide revised guidance documents and new evaluation models that can be used for administrator evaluation as well as provide opportunities for selected school divisions to pilot the teacher evaluation models developed in Phase I.

The study and development of the model teacher evaluation system will include the following:

- Compile and synthesize current research on comprehensive teacher evaluation as a tool to improve student achievement and teacher performance, improve teacher retention, and inform meaningful staff development. Research also should include data on effective models of differentiated and performance-based compensation as well as differentiated staffing models.
- Examine selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation as well as differentiated and performance-based compensation.
- Examine existing state law, policies, and procedures relating to teacher evaluation.
- Examine selected teacher evaluation systems currently in use across Virginia.
- Develop and recommend policy revisions related to teacher evaluation as appropriate.
- Revise existing documents developed to support teacher evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers* to reflect current research and embed the requirement to consider student growth as a significant factor of all teacher evaluation protocols.
- Examine the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia.

- Examine the use of teacher evaluation to improve teacher retention and guide meaningful professional development with particular focus on hard-to-staff schools as well as high-poverty and/or persistently low-performing schools in Virginia.
- Examine the use of teacher evaluation as a component of differentiated compensation or performance-based compensation both in Virginia and nationally.
- Develop new models of teacher evaluation, including a growth model, that can be field tested by selected school divisions.
- Provide technical support to selected school divisions as they field test new models.
- Evaluate field test results and use results to refine evaluation models, inform further policy development, inform legislative priorities, and support applications for federal or other grant funding to support further implementation of new evaluation models and performance-based compensation models across Virginia.

Proposed members of the workgroup will include teachers, principals, superintendents, a human resources representative, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, and Virginia School Boards Association), Department of Education personnel, and others.

The proposed timeline to complete Phase I of the project is from July 2010 through January 2011. A contractor will be engaged to conduct evaluation research, facilitate three workgroup meetings and communication (including interviews and surveys of stakeholders), supervise consultants, and develop a Web site to solicit comments from the public. A review of national research and best practices regarding teacher evaluation, as well as differentiated compensation and performance-based compensation models will be conducted. Current state policies regarding teacher evaluation and school division evaluation systems will be reviewed. The Board of Education approved guidance documents, *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers*, will be reviewed and revised as deemed appropriate. Potential pilot sites for the evaluation models will be identified focusing on high-poverty schools and persistently low-performing schools in Virginia school divisions. Guidance documents and evaluation models are projected to be finalized in December 2011 and presented to the Board of Education in January and February 2011.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the report on the study and development of model teacher and administrator evaluation systems.

Impact on Resources:

The study and development of model teacher and administrative evaluation systems will be funded through federal funds.

Timetable for Further Review/Action:

Revised teacher evaluation documents and proposed models will be presented to the Board of Education in January and February 2011.