

# TEACHER EVALUATION



## TEACHER GROWTH THROUGH EVALUATION

Teacher talent is essential to student learning. Research tells us that teachers are the most influential school-level factor in children's education. What we know about great teaching has changed and will continue to change with students' learning needs. Great teachers are those who continue to learn through inquiry, reflection, and professional development. The U. S. Virgin Islands Department of Education (VIDE), as part of its **Employee Effectiveness System** (VIDE EES), wants to support teacher growth with professional development and performance evaluation.

**EVALUATION FOR GROWTH** Educators from St. Thomas, St. John, and St. Croix have redesigned teacher evaluation to reflect new, extensive research on teaching and the demands of the profession. The new territory wide teacher evaluation process applies to all teachers, regardless of grade level or subject area. The foundation of the process is the U. S. Virgin Islands Teacher Effectiveness Standards which are based upon the national Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The standards include the InTASC Learning Progressions which further describe what effective teaching looks like. The evaluation process is practical, fair, and rigorous. The process provides

teachers with evidence-based performance feedback, which supports continued growth and learning.

## FRAMEWORK FOR TEACHING BY CHARLOTTE DANIELSON

The U. S. Virgin Islands selected the Framework for Teaching by Charlotte Danielson to guide the teacher evaluation process. The framework is supported by strong research and aligns with the national Interstate Teacher Assessment and Support Consortium (InTASC) Standards and the U. S. Virgin Islands Teacher Effectiveness Standards. The framework provides a common language to discuss teaching. All teachers, principals, and assistant principals receive training and support on the framework.

**THREE MEASURES OF PRACTICE** The teacher evaluation process is based on evidence collected from three measures:

- ❖ **Teacher Observations:** Two or more times per year, the principal or assistant principal observes teachers' instruction.
- ❖ **Teacher Portfolio:** Each year teachers develop and present a portfolio which includes a Teacher Professional Growth Plan.
- ❖ **Instructional Time.** Instructional time is indicated by a teacher's attendance and timeliness in TimeForce.

In addition to these required measures, some schools may choose to administer a validated student survey as part of the reflective process to create professional growth goals.



**WE WANT TO HEAR FROM YOU!**

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## FREQUENTLY ASKED QUESTIONS

**What is the purpose of the new teacher evaluation process?** The new teacher evaluation process supports all teachers' growth as educators by providing practical, fair, and evidence-based feedback by trained evaluators. The process is part of the VIDE's priority to build a highly effective work force to deliver quality instruction to improve student learning. The teacher evaluation process is one of several evaluation processes being redeveloped as part of the VIDE EES.

**Why was the *Framework for Teaching* by Charlotte Danielson selected as an evaluation tool?** After careful consideration, a task force of educators from both St. Thomas/St. John and St. Croix school districts selected the *Framework for Teaching* for its common sense approach, strong research backing, and emphasis on teacher growth.

**What observation measure will be used and why?** The *Framework for Teaching* is a measurement tool to determine a teacher's proficiency on four domains of teaching practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. All principals and assistant principals have been trained and will be supported in using the framework for observation purposes.

**Why are we doing portfolios?** Most components of two of the domains of the *Framework for Teaching* (Planning and Preparation and Professional Responsibilities) cannot be assessed by a formal classroom observation and must be assessed via a portfolio.

**Why is instructional time included?** Instructional time is critical in improving student learning, therefore teachers being present and on time will help maximize student instructional time.

### Who contributes to the teacher evaluation?

Teachers and their principals, and in some cases assistant principals, contribute to evaluations every year. TalentEd, the VIDE's human resources performance management system, is used to manage and document the evaluation process.

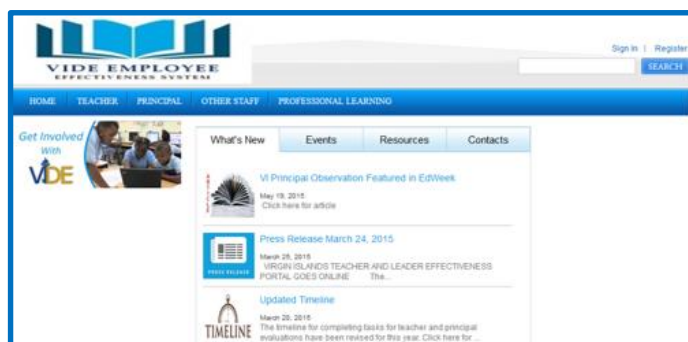
Teachers are responsible for:

- ❖ Reviewing the evaluation process
- ❖ Confirming meetings through TalentEd
- ❖ Completing and submitting documents on time

Principals are responsible for:

- ❖ Facilitating the teacher evaluation process
- ❖ Working with the teachers on scheduling observations and meetings through TalentEd
- ❖ Completing teacher observations and providing feedback
- ❖ Reviewing and scoring the teachers' portfolio, including their professional growth plans
- ❖ Completing and sharing summative evaluations

**Where can we find more information on the teacher evaluation process?** The VIDE provides a one stop shop for all information and resources related to the teacher evaluation process through the VIDE EES web portal at <http://tle.vide.vi>.



1. URL: Go to <http://tle.vide.vi>
2. Click the **Teacher** Tab
3. Log in with vide email and password
4. Click the **Teacher** Tab again

In addition, the VIDE Division of Human Resources can be contacted at [evalquestions@doe.vi](mailto:evalquestions@doe.vi).