

Virginia Education Assessment Collaborative

Workshop: Educator Evaluation Data

VACTE

March 5, 2020

VEAC Initiatives

- CAEP Standard 4/A.4: Program Impact
 - 4.1 Impact on Student Learning and Development
 - 4.2 Indicators of Teaching Effectiveness
 - 4.3 Satisfaction of Employers – Employer Survey pilot in March 2020
 - 4.4 Satisfaction of Completers – Alumni Survey pilot administered Feb. 27!

Thank you for your hard work, commitment to providing high-quality data in order to facilitate survey administration, and your willingness to participate in this pilot!

Today's Focus

4.1 Impact on Student Learning and Development

The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

4.2 Indicators of Teaching Effectiveness

The provider demonstrates, through structured and validated **observation instruments and/or student surveys**, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

VDOE Suggested Documentation Sources for Teacher Evaluation

Data Source	Definition
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and review of student data.
Informal Observations	Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Student Surveys	Student surveys provide information to the teacher about students' perceptions of how the professional is performing. The actual survey responses are seen only by the teacher who prepares a survey summary for inclusion in the portfolio. The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).
Portfolios/ Document Logs	Portfolios/document logs provide documentation generated by the teacher for the seven performance standards.
Self-Evaluation	Self-evaluations reveal the teachers' perceptions of their job performance.

Today's Focus

1. Develop processes for collecting educator evaluation data from partner districts
2. Identify challenges to collecting evaluation data
3. Brainstorm solutions to these challenges
4. Sketch a timeline for partnership engagement and data collection



Example Data Collection Plan:

- VCU-Partner Divisions Standard 7 Data Collection
 - Initial commitment / support with superintendent.
 - Annual request with division research and /or human resources.
 - VCU shares data entry table for recent completers (1-3 years) by division.
 - Divisions provide row level data, deidentified row level data, or aggregate data by program.
 - Timeline: Mid-fall request, December deadline
 - Data displays by year ([external](#)) and by program (internal)

Your Turn!

- Popcorn Share

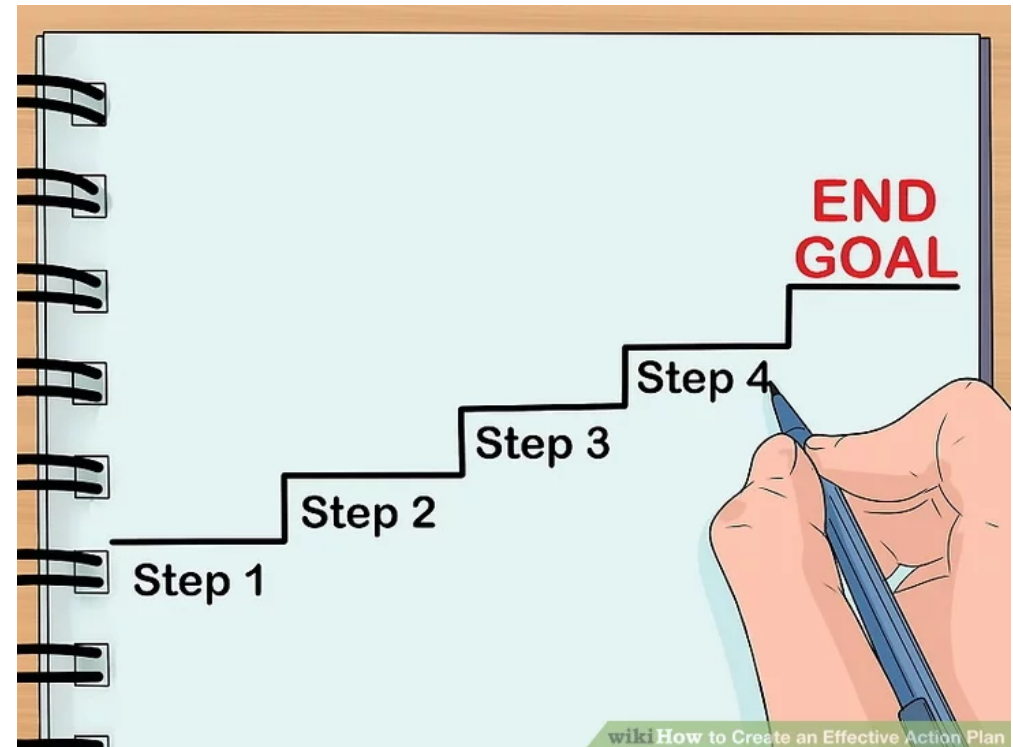
1. At your tables, share and record the challenges and considerations to educator evaluation data collection identified in your conversations with partner districts and within your EPP
2. Organize these thoughts and considerations into categories/themes
3. Share out with the larger group
4. Mandy and Angie will collect your chart paper after you share out with the larger group

Your Turn!



Draft Plan and Timeline

- Considering what we learned and discussed in the popcorn activity, we will now draft a plan and timeline for the evaluation data collection pilot
 - Goal for data collection = fall 2020



Next Steps

- VEAC Steering Committee will refine data collection timeline and plan
- Draft EPP-Partner Districts MOU for educator evaluation data collection out to pilot EPPs in May 2020
- Review (with partners), provide edits, and return to VEAC (Adrienne) summer 2020
- VEAC Steering Committee will revise MOU August 2020
- MOUs out to pilot EPPs for signatures (EPP and Districts)
- Pilot data collection begins fall 2020