Virgin Islands Department of
EDUCATION

The U.S. Virgin Islands Teacher Effectiveness Guidebook

September 2015

Table of Contents

Government of the United States Virgin Islands

Office of the Commissioner
Department of Education

1834 Kongens Gade, St. Thomas, VI 00802-6746
Tel: 340-774-0100   Fax; 340-779-7153
~~~
2133 Hospital Street, Christiansted, VI 00820-4665
Tel: 340-773-1095   Fax: 340-713-9579

VIDE

Visit us at: www.VIDE.vi

Dear Virgin Islands Teacher,

The Virgin Islands Department of Education has been actively improving the U.S. Virgin Islands education system at all levels by implementing the three State Priorities: Improved Academic Achievement, Teacher and Leader Effectiveness and Positive Organizational Culture. Initiatives include the adoption of the Common Core State Standards (CCSS) in English Language Arts and Mathematics, the Next Generation Science Standards (NGSS), the Virgin Islands Curriculum Frameworks and related assessments. This ongoing work demonstrates the VIDE's commitment toward our stated goal of graduating students prepared for college and/or careers.

As a teacher, you play the central role in the success of our collective efforts to prepare our students for success in their post-secondary endeavors. You are closest to the students each and every day. This fact highlights the importance of your growth and development as the key to improving student outcomes. Thus, the next step in our reform process is the revision of the teacher and leader evaluation system.

The Virgin Islands Teacher and Leader Effectiveness (VITaLE) Task Force was formed to develop the evaluation system. The Task Force was comprised of the insular superintendents, district directors and coordinators, site-based administrators, elementary and secondary teachers, a counselor, representatives from the VIDE Commissioner's office, state directors, Virgin Islands Board of Education (VIBE), Educational Administrators' Association (EAA), American Federation of Teachers (AFT), and the University of the Virgin Islands (UVI). The Florida and the Islands Comprehensive Center (FLICC) along with experts from the Center for Great Teachers and Leaders facilitated the Task Force. After studying the research and best practices from across the country over six months, the Task Force made recommendations for a system of evaluation that supports the ongoing development of effective educators. The system is anchored by the adoption of the U.S. Virgin Islands Teacher Effectiveness Standards.

The process of revising the evaluation system began with teachers and principals and will be expanded to all VIDE employees in the future. As you read this Teacher Guidebook, please notice the emphasis placed on the professional growth and development of our teaching force.

Thank you for your dedication to your profession

Sincerely,

Sharon Ann McCollum, Ph.D.
Commissioner of Education

Dear Virgin Islands Teacher,

The Virgin Islands Department of Education (VIDE) decided that the teacher evaluation system should be designed by Virgin Islands educators. To accomplish this goal, the Virgin Islands Teacher and Leader Evaluation (VITaLE) Task Force was convened in 2013. The Task Force included teachers from all levels and various content areas, principals and assistant principals, district administrators, representatives from teacher and administrator professional associations, and representatives from the Board of Education and the University of the Virgin Islands.

While our school districts had a teacher evaluation system in place prior to 2013, educator surveys and focus groups indicated that the previous system did not provide educators ongoing, consistent feedback to improve instruction, and evaluation results were not connected to individualized professional development. Additionally, leaders recognized that federal policy trends were strongly encouraging, and in some cases mandating, improved evaluation systems.

As VITaLE members, we participated in monthly meetings facilitated by external consultants from the Florida and the Islands Comprehensive Center at ETS (FLICC), the Center for Great Teachers and Leaders, and American Institutes for Research. We studied research and best practices from across the country and made recommendations for creating the components of a new evaluation system that better identifies, supports, and develops effective educators. We devoted time outside of these meetings reading and examining data in order to inform our decisions. We also worked to make sure that the new system aligned with the VIDE mission, vision, and priorities.

The Task Force determined that the new evaluation system should
- communicate our values and expectations for educators' expertise, behaviors and dispositions;
- foster the continuous professional development of educators in terms of increased content knowledge and pedagogical skills to improve student achievement;
- provide a framework that ensures educators have the support they need to create optimal conditions for students;
- be fair, differentiated, equitable and user friendly; and
- encourage reflective dialogue among educators that recognizes strengths and needs, leading to improved performance.

With these goals in mind, the Task Force designed a teacher evaluation system that supports the dedication to excellence of the Virgin Islands teachers. It has been our privilege to represent your voice in this work, which is so important to our professional growth as educators.

Sincerely,
TheVITaLE Task Force

VITaLE Task Force Members

VIBE
Oswin Sewer, Board Chairperson

VIDE
Donna Frett-Gregory, Commissioner
Sarah Mahurt, Ph.D., Assistant
Commissioner
Wynant Watty-Benjamin, Ph.D., Chief of
Staff
Yvette McMahon-Arnold, State Director of
Instructional Development
Nicole Jacobs, Director, Office of Human
Resources
Tracy Callwood, Office of Human Resources
Saul Santiago, Acting Assistant Director,
Office of Human Resources
Ananta Pancham, Director of Public
Relations

St. Croix District
Gary Molloy, Insular Superintendent
Cheryl Willocks, Director of Curriculum and
Instruction
Everett Ryan, Ph.D., Technology
Coordinator
Joanna Brow, Principal
Christa-Ann Molloy, Assistant Principal
Emily Schuster, Elementary Teacher
Jane Meade, Secondary Teacher
Earl Esdaile, Counselor

St. Thomas/St. John District
**Jeanette Smith-Barry, Insular
Superintendent (Retired)**
Sharon Richardson, Director of Parent and
Community Involvement
Ludence Romney, Mathematics Coordinator
Dionne Wells, Interim Superintendent
Stefan Jurgen, Acting Principal
Suzette Gomez-Smith, Elementary Teacher

Faye Richardson, Secondary Teacher
Phyllis Bryan, Elementary Assistant
Principal

EAA
Carver Farrow, St. Thomas/St. John EAA
President
Sharon McCollum, Ph.D., St. Thomas/St.
John, EAA Vice President
Rosa White, St. Croix EAA President
Lauren Larsen, Ph.D., St. Croix EAA
representative

AFT
Vernelle S. deLagarde, St. Thomas/St. John
AFT President
Rosa Soto Thomas, St. Croix AFT President

University of the Virgin Islands
Linda V. Thomas, Ph.D., Dean of School of
Education
Nancy Morgan, Ed.D., Associate Professor,
School of Education

**Florida and the Islands Comprehensive
Center**
Alice Lindsay, Ed.D., Director
April Munroe Phillips, U.S.V.I. State
Manager
Allison Layland, Ph.D., Education Specialist

University of South Florida
Marilyn Kline, Program Director, David C.
Anchin Center

Center on Great Teachers and Leaders
Laura Goe, Ph.D., Senior Research and
Technical Assistance Expert (also ETS)
Matthew Clifford, Ph.D., Principal
Researcher, Leaders (also AIR)

Introduction

The purpose of the Teacher Guidebook is to describe the Virgin Islands Department of Education (VIDE) teacher evaluation system. The guide book contains information and terminology teachers need in order to understand the system that is used to evaluate their professional practice. The guidebook also references available resources. Please review this guidebook carefully. It explains the roles and responsibilities of teachers in the evaluation system and will help them understand the benefits of the system for their professional growth. If teachers have further questions after reviewing this guidebook, they may contact the Division of Human Resources at evalquestions@doe.vi.

An Overview of Educator Evaluation in the United States Virgin Islands

Background. In 2009-10, the Virgin Islands Department of Education (VIDE) embarked on a large-scale initiative to improve the quality of education in the Virgin Islands. The Commissioner appointed a Leadership Team comprised of State and District officials. After a review of the territory data, three State Priorities were identified to guide the territory in its efforts toward school improvement and systemic change within the VIDE:
1. Improving Academic Achievement
2. Enhancing Teacher and Leader Effectiveness
3. Promoting Positive Organizational Culture

To ensure that these priorities would be addressed in a systemic and collaborative manner, the VIDE established the Education System Improvement Process (*eSIP*). Work began on State Priority 3 with the creation of surveys and classroom walkthrough forms that provided data for goal setting to improve organizational culture. Next, the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) were adopted to strengthen State Priority 1. These standards, along with standards in other content areas, support the demands of the instructional shifts needed for students to engage in complex cognitive skills and apply their learning to relevant, real-world problems. The school improvement planning process has been updated to the Transformation via Observation and Data Document (TODD), which focuses on the actionable items of the three school-based initiatives aligned to the State Priorities. The CCSS plan is aligned to Improving Academic Achievement, the EES plan is aligned to Enhancing Teacher and Leader Effectiveness, and the PBIS plan is aligned to Promoting Positive Organizational Culture.

State Priority 3: Teacher and Leader Effectiveness. In June of 2013, the Commissioner convened the Virgin Islands Teacher and Leader Effectiveness Task Force (VITaLE) and charged members with the mission of designing a new system of feedback and support to increase educator effectiveness, including a constructive evaluation tied to professional development. The VITaLE Task Force met monthly through December of 2013 to study research and best practices from across the country. The members realized that teacher evaluation must be grounded in a strong set of standards. Because the CCSS were being implemented to raise the standards for students, it was necessary to clarify expectations for teachers to delineate a clear understanding of the professional knowledge and skills now needed to teach students to meet these standards. The Interstate Teacher Assessment and Support Consortium (InTASC) produced a set of Model Core

Teaching Standards that articulate what teachers need to know and be able to do to ensure that every K-12 student is ready to enter college and/or the workforce upon graduation. These standards were adopted by the VIDE with minor modifications to reflect the culture of the Virgin Islands and were renamed the U.S. Virgin Islands Teacher Effectiveness Standards. The Commissioner's Policy Committee approved the standards in July 2014. Thus, the U.S. Virgin Islands Teacher Effectiveness Standards became the foundation for an evaluation system that would provide data on teachers' strengths and challenges, and provide support for improvement.

Rationale for Redesigning the Evaluation System. One of the VIDE's State Priorities is Enhancing Teacher and Leader Effectiveness. In order to ensure that all students have an effective teacher, the VIDE must provide its teachers with the support and professional development needed to meet the needs of today's students. Although there was an evaluation system in place, there were a number of reasons to redesign the VIDE evaluation and support systems:

1. Teachers and leaders deserve ongoing consistent feedback to improve instruction, connected to individualized professional development.
2. VIDE has instituted data-driven, system-wide school improvement planning. The teacher evaluation system must support teachers in effectively using data and meeting school improvement goals.
3. VIDE understood the need for a well designed teacher evaluation system to support professional growth and improve practice, leading to better outcomes for students.
4. Teaching standards and evaluation systems have changed, and the new system will incorporate these changes and improvements for the V.I. teachers.
5. The evaluation system must mesh seamlessly with the cycle of continuous improvement that is already institutionalized territory-wide.

Redesigning and improving educator evaluation systems is part of the work of overall system improvement that began with the identification of the State Priorities. The revised evaluation system will align with the work schools are already doing to improve student outcomes and school culture. Figure 1 depicts the comprehensive effort of the VIDE to institute a sustainable, dynamic system of continuous improvement to serve the students of the Virgin Islands. The three State Priorities formed the foundation for the Education System Improvement Process. The cycle of Plan, Do, Study, Act represents the ongoing effort to collect data, plan for implementation, study results, and act on what is learned in order to make continuous improvements to the system. The work of VIDE's educators to improve their own effectiveness, create positive organizational culture, and improve academic achievement leads to the central focus: college and career ready students.

Figure 1: Education System Improvement in the U.S. Virgin Islands

At the conclusion of six months of study and development, the Task Force recommended components for an evaluation system that will better identify, support, and develop effective educators. Most importantly, the members worked diligently to represent the voices of their constituents and ensure that the redesigned system aligned with VIDE's mission, vision, and priorities.
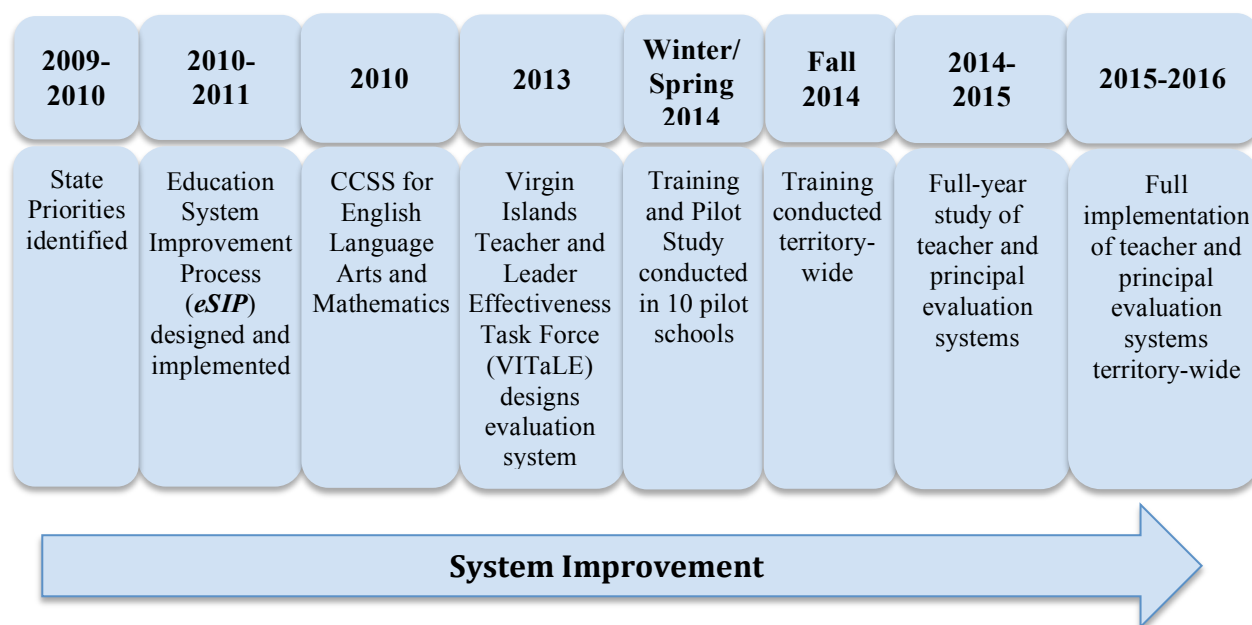
VIDE's Vision for Educator Evaluation. VIDE is clear on the core principle of the updated Virgin Islands educator evaluation system. The ultimate goal of evaluation is to improve student learning by strengthening the knowledge, skills, and professional practice of teachers and leaders. As stated by Assistant Commissioner Mahurt in November of 2013, "The purpose of our evaluation system is to develop effective teachers and leaders, and to assist and support that process." Implementing such evaluation systems will assist teachers and leaders to work effectively to facilitate the superior preparation and performance of every student for continuing education, rewarding employment, and responsible citizenship.

While researchers continue to study the complex aspects of teaching that contribute to student success and seek to broaden the discussion of teacher effectiveness, there is increased consensus

that effective teachers improve student performance (Little, Goe & Bell, 2009). Indeed, effective teachers are the critical link in schools that graduate students who are prepared for college and careers. "Without capable, high-quality teachers in America's classrooms, no educational reform effort can possibly succeed" (Stronge & Tucker, 2003). It follows, then, that "without high quality evaluation systems, we cannot know if we have high quality teachers" (Stronge & Tucker, 2003). The VIDE's vision for a continuous system of support for professional growth that is sustained, instructionally focused, job-embedded, and collaborative aligns with and solidifies the processes of system improvement. The Task Force studied a number of measures used in evaluation systems and decided that Charlotte Danielson's Framework for Teaching would be best suited to provide the tools for the updated evaluation system.

It is useful to note the systematic approach taken to address the State Priorities. The figure below summarizes the VIDE milestones for system improvement.

Figure 2: System Improvement in the USVI

2009-2010	2010-2011	2010	2013	Winter/Spring 2014	Fall 2014	2014-2015	2015-2016
State Priorities identified	Education System Improvement Process (*eSIP*) designed and implemented	CCSS for English Language Arts and Mathematics	Virgin Islands Teacher and Leader Effectiveness Task Force (VITaLE) designs evaluation system	Training and Pilot Study conducted in 10 pilot schools	Training conducted territory-wide	Full-year study of teacher and principal evaluation systems	Full implementation of teacher and principal evaluation systems territory-wide

System Improvement

Building the Foundation for Teacher Growth and Support

VIDE recognized the importance of establishing a solid foundation for the evaluation system. Two highly regarded and thoroughly researched bodies of work underpin the evaluation system: The *U.S. Virgin Islands Teacher Effectiveness Standards* and the Charlotte Danielson *Framework for Teaching* (FFT). These are introduced to all teachers in training sessions to prepare them for success with their evaluations and professional growth. This section summarizes both bodies of work and discusses how they mesh to provide a research-based definition of good teaching that will guide teachers as they improve their practice.

The U.S. Virgin Islands Teacher Effectiveness Standards

If new understandings of what learners need for the 21st century are to become embedded in VIDE classrooms, teachers must be provided a foundation for thinking about how to embrace a transformed education system that

- empowers all students to take ownership of their learning,
- emphasizes the learning of content and the application of knowledge and skills to relevant, real-world problems,
- values the differences learners bring to the learning experience, and
- leverages rapidly changing learning environments to maximize learning and engage learners.

"These…[InTASC] teaching standards can fill an important vacuum – aligning the Common Core standards with what teachers need to know and be able to do in order to help prepare students for the knowledge economy. So these standards don't just sit on a shelf, we must invest in the time, tools and teamwork necessary to ensure districts and schools implement them. Principals, school administrators and public officials, not just teachers, must do their share to help create the conditions that will make implementation possible."

- Randi Weingarten, President, American Federation of Teachers

The Model Core Teaching Standards, developed by the Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC), address these understandings. The InTASC Standards outline the principles and foundations of teaching practice across all subject areas and grade levels. They provide guidance to teachers, leaders, and teacher preparation programs about the performances, essential knowledge, and critical dispositions that represent excellent teaching. This work has assisted districts across the nation in recognizing the power of continuous improvement for teachers.

"The InTASC Standards send a powerful message regarding the importance of career-long professional learning for all educators. They ensure that educators at all levels understand the importance of establishing conditions that support ongoing, job-embedded professional learning that ensures that teachers get the support they need to address their immediate challenges. The standards call for teachers to collaborate in order to ensure that expertise and best practices spread from classroom to classroom and school to school … [to] ensure that every student experiences great teaching every day."

-Stephanie Hirsh, Executive Director, Learning Forward

The Standards describe a vision of teacher effectiveness for the Virgin Islands that will support teacher growth while ensuring effective teaching for all students. **Teacher effectiveness** is defined by VITaLE as *the combination of characteristics, competencies, and behaviors that enable students to reach desired outcomes*.

The VITaLE Task Force recommended the InTASC standards with local modifications, as they align the concepts of system improvement already in place in the Virgin Islands with an infrastructure of support for professionals working in the VIDE. Table 1 lists the standards, renamed the *U.S. Virgin Islands Teacher Effectiveness Standards*. The standards were adopted by VIDE in July 2014.

Table 1: The U.S. Virgin Islands Teacher Effectiveness Standards

Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environment	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
Standard #7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Learning Progressions for Teachers. The InTASC Standards include the InTASC Learning Progressions for Teachers, a tool which describes effective teaching with more specificity than the Standards. The Learning Progressions provide guidance about how the practice could be improved and outline possible professional learning experiences to bring about growth and improvement. They provide a continuum of practice across three developmental levels and suggestions on how a teacher can make the shift from one level to the next.

Whereas the Standards establish the mindset that teaching is a career-long endeavor of growth and development, the Learning Progressions bring this mindset to life. They describe the increasing complexity and sophistication of teaching practice for each of the core standards across the three levels. The Learning Progressions have been embedded in the U.S. Virgin Islands Teacher Effectiveness Standards document.

A more detailed description of the Standards including information about teaching performances, essential knowledge, and critical dispositions can be found in the document entitled *InTASC*

*Model Core Teaching Standards: A Resource for State Dialo*gue. This document may be accessed at
http://www.ccsso.org/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html

Charlotte Danielson's *Framework for Teaching*

<u>Description</u>. The *Framework for Teaching* was first published in 1996, and has been updated in subsequent years. The Framework is a comprehensive description of the highly complex act of teaching, including levels of performance that describe growth in the profession, critical attributes and examples of each level, and rubrics. The Framework guides how the VIDE defines effective teaching. It establishes a common language to describe teaching practice and a means of communicating about excellence (Danielson, 2007). Many districts across the nation use this framework, as it has been proven through research and empirical evidence to include the practices that promote student learning. The Framework also emphasizes the growth of teachers as professionals, which was a significant factor for its recommendation by the VITaLE Task Force.

The Framework is comprised of 4 Domains, 22 components and 76 elements. Each component defines an aspect of a domain as shown in Table 2.

Table 2: Domains and Components of the Framework for Teaching

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Although each domain refers to a distinct aspect of teaching, teachers realize that the domains are interrelated, as seen in Figure 3.

Figure 3: The Interrelatedness of the Domains

- Domain 1

How teachers organize content and design appropriate instruction to ensure learning

- Domain 2

How teachers establish classroom cultures conducive to learning

- Domain 4

How the professional teacher takes on roles that extend beyond the classroom

- Domain 3

How teachers engage students in the content; the "heart of teaching"

In both Table 2 and Figure 3 above, notice that Domains 1 and 4 are shown on the left side of the graphics, and Domains 2 and 3 are on the right. This placement is purposeful. Domains 1 and 4 describe the critical work that teachers do behind the scenes to prepare, plan for, and support the professional delivery of sound instruction. Domains 2 and 3 may be thought of as the "on-stage" domains that can be observed. Teachers and administrators are aware, however, that what an observer sees while the teacher is "on-stage" is the result of the hard work done "off-stage" in Domains 1 and 4. Together, the domains and the components describe the holistic act of teaching. The purpose of isolating separate aspects of teaching is to allow teachers to focus, or shine a light on, components of practice that can be strengthened as they grow professionally. Teachers continuously grow and learn throughout their careers, improving their practice as they gain expertise. The Framework provides teachers with a useful tool to hone their craft and acknowledge and articulate what they are doing well.

Why the Framework for Teaching. **This next statement is very important: the Framework for Teaching was chosen by the VIDE because it represents an <u>investment in the teaching force</u> of the Virgin Islands. This is *not* a deficit model!** The Framework recognizes the valuable expertise and the "wisdom of practice" (Shulman, 2004) that teachers bring to their classrooms every day. The act of teaching is complex, and the Framework describes that complexity in clear language, enabling teachers to study their profession in greater depth. At the same time, in the spirit of continuous improvement, the Framework can be utilized as a roadmap for improving practice. The levels of performance (Unsatisfactory, Basic, Proficient and Distinguished) are provided for the four domains and for the elements that make up the components of the domains. The levels describe teachers who are just learning the elements of good teaching (Unsatisfactory)

to those who are highly accomplished and able to share insights about their practice. Danielson emphasizes that the levels are levels of performance of *teaching*, not of *teachers* (Danielson, p.39). The descriptions provided for the levels of performance are especially helpful in mentoring and coaching teachers. Hence, even though the levels are useful for evaluation, they are also useful in structuring professional conversations and to suggest areas for growth. As teachers participate in training and read further in this Guidebook, they will understand how the Framework is advantageous to teacher development in the Virgin Islands. The Framework is a tool for meaningful evaluative feedback tied to the professional growth. Teachers use the Framework and its language to think about how to polish their practice as they gain experience and increase their expertise.

In addition, the Framework for Teaching is correlated with the Virgin Islands Teacher Effectiveness Standards (See Appendix 1). Thus, teachers who perform satisfactorily on the Framework for Teaching are meeting the U.S. Virgin Islands Teacher Effectiveness Standards. Teachers receive professional development to familiarize them with both the Standards and the Framework for Teaching. The training fosters a common knowledge base and prepares them for the evaluation process. A useful table summarizing the Framework may be found in Appendix 2. For an in-depth description of the domains and components of the Framework for Teaching, and the common themes that run through all of the components, please refer to and study the book *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. The following section in this Guidebook, entitled The Teacher Evaluation Process in the Virgin Islands, describes how the evaluation instruments based on the Framework for Teaching are used to provide feedback to teachers.

The Teacher Evaluation Process in the U.S. Virgin Islands

Evaluation consists of a framework and set of tools and processes used for measuring performance and providing feedback to support growth and improvement in the effectiveness of teachers. To foster continuous growth in the profession, teachers need fair and accurate performance evaluations based on multiple measures. The feedback provided equips teachers with the data they need to reflect upon and improve their performance, inform plans for meaningful professional development, and remain accountable for improving student outcomes.

The VITaLE Task Force determined that the evaluation system should
- communicate the Virgin Island's values and expectations for educators' expertise, behaviors, and dispositions;
- foster the continuous professional development of educators in terms of increased content knowledge and pedagogical skills to improve student achievement;
- provide a framework that ensures educators have the support they need to create optimal conditions for students;
- be fair, differentiated, equitable, and user friendly; and
- encourage reflective dialogue among educators that recognizes strengths and needs, leading to improved performance.

This section describes the process for teacher evaluation and the instruments used to gather the data for the final evaluation. The use of a sound system of evaluation enables VIDE to identify effective teachers. An **effective teacher** demonstrates characteristics, competencies, and behaviors that enable students to reach desired outcomes.

Thus, the instruments described in this section are the components of an evaluation system that (1) strives to ensure that every student has an effective teacher, and (2) encourages teachers to grow as reflective practitioners engaged in ongoing professional learning and development.

As mentioned above, professional development to introduce teachers to the U.S. Virgin Islands Teacher Effectiveness Standards, the Framework for Teaching, and the rubrics that describe teaching practice will be provided. Administrators responsible for teacher evaluation will also be trained on the evaluation instruments and how to interpret the data collected during the Classroom Observations and the Professional Portfolios that will be used to rate teacher practice.

Organizing for the Evaluation Process: What Teachers Need to Do

Thus far, this document has discussed the U.S. Virgin Islands Teacher Effectiveness Standards and the Charlotte Danielson Framework for Teaching. By reading this guidebook and participating in professional development, teachers will build an understanding of the foundation they need to plan for professional growth through the evaluation process. Teachers will refine their practice and complete the evaluation process over the year by
- reviewing and reflecting on the U.S. Virgin Islands Teacher Effectiveness Standards,
- examining and reflecting on student data, class data, and school performance data,
- setting goals for the year by developing the Professional Growth Plan (TPGP),
- reviewing the Domains and Components of the Framework for Teaching,
- selecting the Framework for Teaching Components that will be addressed through the Professional Portfolio (Domains 1 and 4),
- harvesting artifacts for the Portfolio,
- studying the descriptions of practice in the rubrics of the Framework for Teaching,
- completing the Observation Cycles (Domains 2 and 3),
- presenting the Professional Portfolio, and
- participating in the end-of-year Summative Evaluation Meeting with the Principal.

Meetings to support this work should be scheduled at school sites throughout the year.

Following is a suggested timeline to assist teachers in planning their work. Teachers should keep this timeline in mind as they read further in the Guidebook to learn how to complete the Professional Growth Plan (TPGP), Classroom Observation cycles, and their Professional Portfolios. Observation windows for both probationary and non-probationary teachers are noted. Adherence to a timeline will ensure that strong data are collected and that results are provided in a timely manner. The timeline has been developed in light of the annual calendar, as well as the tasks that must be completed for the evaluation process to flow smoothly throughout the year.

Overview of VI Teacher Evaluation Timeline

Activity	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
TPGP* goal-setting	■	■	■								
Choose components for portfolios	■	■	■								
Portfolio Planning Meeting - components and goals approved	■	■	■								
Collect data and evidence for portfolios		■	■	■	■	■	■	■	■		
Informal Observations, Walkthroughs	■	■	■	■	■	■	■	■	■	■	
Observation Cycle 1 (Blue = probationary teachers)			■ (blue) / ■ (red)	■ (blue) / ■ (red)	■ (red)						
Mid-year portfolio and TPGP check-in							■ (purple/green)	■ (purple/green)			
Observation Cycle 2 (probationary teachers)				■	■	■	■				
Observation Cycle 2 (non-probationary teachers)						■	■	■	■	■	
Observation Cycle 3 (probationary teachers)							■	■	■	■	
Presentation/Submission of Portfolios								■	■	■	
Summative Evaluation Meeting										■	■

*Professional Growth Plan

The next sections will provide information on the instruments used for evaluation. Teachers will begin the school year by developing their Professional Growth Plan, as it lays the groundwork for their professional learning over the school year. Then, the evaluation instruments (Classroom Observations and Professional Portfolios) will be discussed in more detail.

The Professional Growth Plan (TPGP)

All teachers are required to develop a Professional Growth Plan (TPGP) that will guide their professional growth over the next school year. The TPGP provides a focus for continuously improving practice that works hand-in-hand with the Framework for Teaching Evaluation Instrument. Once the TPGP is completed, it becomes an artifact in the Professional Portfolio. The TPGP provides evidence for V.I. Standard 9: Professional Learning and Ethical Practice and the Framework For Teaching Domain 4: Professional Responsibilities; Component 4e: Growing and Developing Professionally.

A specific process with examples for setting goals based on data and using the USVI Teacher Effectiveness Standards and Learning Progressions has been designed. Please refer to the VI Professional Growth Plan Guidance document (Appendix 3). These documents will provide step-by-step instructions for the development of the TPGP. Training will be provided to support this process.

Teachers will develop **two goals*** for the Professional Growth Plan:

- **Personal Learning Goal**
  A personal learning goal addresses an area of needed growth or improvement. This goal is informed by data, student needs, previous evaluation results, and/or self-reflection and employs the InTASC Learning Progressions within the VI Teacher Effectiveness Standards.

- **Collaborative Learning Goal**
  A collaborative goal is developed by a team of two or more teachers (e.g. grade level, subject area, cross-grade level, vertical-grade level, department, PLC) who collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and application of their learning to improving teacher practice and student learning. The group of colleagues identifies an area of professional learning informed by data, student needs, previous evaluation results, and/or self-reflection and employs the InTASC Learning Progressions in the VI Teacher Effectiveness Standards. Although the goal is the same for each team member, activities may differ and each teacher is responsible for completing the activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

    *If a teacher's evaluation rating is below proficient in the previous year, then two goals will support growth rather than including an extension goal to address an area of strength.

As Figure 4 illustrates, the TPGP is a living document that should be referenced during the year and revised if needed.

Figure 4. Developing a Professional Growth Plan

The Professional Growth Plan is discussed with the principal and finalized as a portfolio artifact during the **Teacher Portfolio Planning Meeting** held at the beginning of each school year. A rubric has been provided to assist in the development of the TPGP goals and can be found on the portal at http://tle.vide.vi. The progress on implementing the plan is also discussed during the **Portfolio Mid-year Check-in** and adjustments are made to the plan as needed. Before the **Portfolio Presentation Meeting** with the principal at the end of the school year, the teacher completes the TPGP section of the **Portfolio Review Form** to reflect on the activities and learning that occurred through the year. Engagement in professional learning and progress in meeting the goals are discussed with the principal during the **Portfolio Presentation Meeting**, and feedback is provided using the following continuum:

Table 3:

Continuum of Engagement and Progress			
The teacher made no attempt to engage in the proposed professional learning activities.	The teacher engaged in the professional learning activities, however no evidence was provided to demonstrate progress toward achieving the goal.	The teacher engaged in the professional learning activities and provided evidence of progress toward achieving the goal.	The teacher engaged in the professional learning activities and provided evidence of achieving the goal.

Teacher Evaluation Measures

How will I be evaluated? Because no single data point can adequately represent a teacher's performance, evaluations are based on three measures: Classroom Observations, Professional Portfolios, and Instructional Time. Both the Classroom Observations and Professional Portfolios are based on Charlotte Danielson's Framework for Teaching and are aligned with the U. S. Virgin Islands Teacher Effectiveness Standards (see Appendix 1), which were adopted by the VIDE for use in all schools. Also, please refer to *The Framework for Teaching Evaluation Instrument.* This document describes the rubrics that will be used to rate teaching practice.

Classroom observations account for 60% of the summative evaluation rating, the Professional Portfolio, which includes the Professional Growth Plan, contributes 30% of the summative rating, and Instructional Time accounts for 10% of the summative evaluation rating. This section explains the measures in detail, and discusses the process for calculating an evaluation score.

Figure 5: Weights Assigned to Evaluation Instruments

1. Formal Classroom Observations. The formal observation is an opportunity for the teacher to demonstrate his/her teaching skills. In the context of the Framework for Teaching, the observation does not stand alone. Rather, the observation is part of a cycle of true job-embedded professional development based on collaboration and growth. Data are collected during the observation itself using the *Framework for Teaching Evaluation Instrument*. Please refer to this document and study the rubrics and critical attributes of the components of the framework. Examples are also provided. Observations will focus on the components of Domains 2 and 3. Teachers should be aware that although the elements further define the components for them, data will be organized at the component level.

All teachers will be observed as a part of the evaluation process. Non-probationary teachers will be observed twice a year, while probationary teachers will be observed three times a year. Observation cycles occur in both semesters, so that teachers observed twice will be observed once in each semester. Teachers observed three times will be observed twice in the first semester and once in the second semester. The figure below depicts the cycle for the observation process. The process is then described step-by-step.

Figure 6: The Formal Classroom Observation Cycle

Step 1: Pre-Observation Form
Before the observation takes place, the principal schedules a pre-observation meeting through *TalentEd*. The teacher confirms the meeting, and then completes and submits the pre-observation form. (Note: This form does **not** replace the lesson plan.) The teacher must be informed at least 48 hours in advance, and the observation must take place within 30 days of the notification.

Step 2: Pre-Observation Conference
The pre-observation conference is conducted prior to the formal observation. The teacher presents a standards-based lesson plan and shares thinking about the lesson and the planning of the lesson. The principal looks for clarity, especially regarding what students will learn. Once the learning outcomes are clear, the discussion can move to what the teacher will do and what the teacher will have the students do. The principal can ask questions/offer suggestions – then the teacher can revise if necessary. This conference should take approximately 15-20 minutes. There is an Interview Protocol for the Planning Conference on p. 173 of *Enhancing Professional Practice: A Framework for Teaching*. The teacher and principal should review this form to prepare for the Planning Conference.

Step 3: Formal Observation
To allow adequate time for a lesson to unfold for the observer, formal classroom observations will be conducted for a minimum of 30 continuous minutes. Principals and assistant principals are trained as observers, using the *Framework for Teaching Evaluation Instrument*. The principal or assistant principal is prepared to collect data that is clear, factual and free of bias. The job of

the observer is to act as a mirror – capturing data about what is seen and heard in the classroom as objectively as possible. This enables the principal or assistant principal to provide accurate feedback based on quality evidence.

The following diagram illustrates the cycle of evidence collection and the need to reflect on the data rather than jumping to a conclusion about the observed practice:

Figure 7: The Evidence Cycle

Note. The Danielson Group (2014). Retrieved from a presentation for the United States Virgin Islands Department of Education, January 2014. Reprinted with permission.

Step 4: Post-Observation Reflection Form
After the formal observation, the principal schedules the post-observation conference through *TalentEd*. Prior to the conference, the teacher completes and submits the Post-Observation Reflection Form, which affords the teacher the opportunity to reflect on the lesson. (e.g., What do I believe was working? What do I believe should change?) The observer organizes the collected data to share with the teacher. At this point in the process, no ratings are attached to the data.

Step 5: Post-Observation Conference
The post-observation conference is held within 10 days of the observation. It serves as a "learning conversation," an opportunity to look at the information and data together, discuss strategies for growth, and engage in problem solving. The observer and the teacher have thought about the lesson, what worked and what can be improved, and they now discuss the collected data in relation to the rubric. The purpose of this step is to promote teacher reflection and learning in order to improve practice. For teachers, this parallels the learning process they want to see take place in their classrooms where the students as the learners are doing the work of learning. As teachers know, doing the work of learning shifts the responsibility for the learning to the learner; in this case, the *teacher* is the learner. The teacher and the observer act as

colleagues in this process, discussing and dissecting the data collected about teaching practice. The meeting is meant to be a dialogue, an opportunity to learn about one's teaching practice through collaborative analysis. There is a protocol for the Reflection Conference in *Enhancing Professional Practice: A Framework for Teaching* p. 171. This conference should take approximately 15-20 minutes. The principal completes and submits the teacher observation form and scores in *TalentEd*. The teacher reviews the form and can add comments.

Step 6: Apply

After going through all of the steps of analyzing and reflecting upon practice, the teacher takes what s/he has learned from the post-observation conference and uses this information as a focus for improvement. After the fall observation cycle takes place, teachers continue to work on their practice. There will be a second opportunity to demonstrate their skills for the principal during the second semester of the school year.

The Observation Cycle is an opportunity to learn about one's own teaching and make changes that will improve practice. This requires a reflection on and an analysis of the lesson by the teacher that takes place after the observation (Step 4). The goal is to create an environment for collaboration with the mindset that no matter how good a lesson is, there is always room to improve. The data gathered during the observation are collected so the teacher and observer can have a conversation about teaching (Step 5). The richness of this conversation makes the difference. It is here, through the act of analysis and interpretation, that the data collected during the observation become evidence that can be used to strengthen practice (Goe, 2013).

As teachers move through the Observation Cycle, they will notice that it is an ongoing cycle of continuous improvement as noted in Figure 8. This "continuous improvement cycle" is consistent with the Plan, Do, Study, Act cycle. It is the same concept.

Figure 8: Continuous Improvement of Teaching Practice

Observation Ratings. At the post-observation conference, the principal and/or assistant principal and the teacher discuss where the practices observed fall on the rubrics in the *Framework for Teaching Evaluation Instrument*. The intent of this conference is collaborative conversation based on the practice described in the rubrics and the data from the observation. The rubrics

describe teaching practice as objectively as possible and place the practice into one of four levels: **Unsatisfactory, Basic, Proficient, and Distinguished**. Important reminders:

- This is about <u>practice</u>, not the <u>practitioner</u>. What the rubrics tell us is, at this moment, during this observation, the practice is, for example, basic or proficient. They are not describing the teacher as basic or proficient.
- A lesson will probably not contain all the components in the domains. The observer rates only those components that are observed.

As teachers are trained, and principals and assistant principals are trained as observers, they will become familiar with the rubrics by applying them in practice. With time and experience, teachers and observers will become increasingly aware of the language used to describe the levels. Figure 9 lists adjectives used in the rubrics to describe the levels. Many teachers have found this chart helpful as they study how to shift their practice forward.

It is clear that if practice is scored "Unsatisfactory," immediate action to support the teacher and improve practice must be taken on behalf of the students. "Basic" is an acknowledgement that practice is not where we want it to be, or where we want it to stay. "Proficient" describes good, successful practice. Notice the nuances in the descriptors between "Proficient" and "Distinguished." Consider the difference between the two levels: the "Distinguished" level describes a more student-centered, student-led classroom. "Distinguished" is meant to be an aspirational level that takes seasoning and skill. This category inspires us to constantly reflect on how to shift our practices forward and reminds us what it looks like to practice at a high level.

Teachers whose practice is rated below "Proficient" are eligible to enter an intervention plan as stated in the Collective Bargaining Agreement (p. 61G). A plan for assistance and support for such teachers should be reflected in their Professional Growth Plan (TPGP).

Figure 9: Levels of Performance Descriptors

Levels of Performance

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lack of	Inconsistent	Consistent	Extensive
Unsafe	Partial	Frequent	Seamless
Harmful	General	Successful	Subtle
Unclear	Attempts	Appropriate	Skillful
Unaware	Awareness	Clear	Preventative
Poor	Moderate	Positive	Leadership
Unsuitable	Minimal	Smooth	Students
	Whole class	Group	Individual

TEACHER DIRECTED SUCCESS

STUDENT DIRECTED SUCCESS

The Danielson Group

What if my observation did not go as well as I expected? Teachers who feel that their observation did not go well should discuss their concerns with the principal. The teacher may request a re-observation, but this must occur before the principal rates the evidence from the observation. If a re-observation is to be done, the initial observation results will be discarded and not be scored or used as a part of the teacher's evaluation. The data from the re-observation would then be utilized in calculating the final evaluation score.

If my administrator or I have concerns about my performance, what assistance is available for me? If an informal classroom visit such as a walkthrough finds that there are concerns with the teacher's performance, support and resources should be provided to the teacher prior to scheduling a formal observation to ensure that the teacher has an opportunity to address potential problems. Targeted professional development, feedback, and/or coaching may be conducted to determine whether the potential performance concerns are improving.

What if it was not possible for all of the domains/components to be observed during the formal observation? It is possible that important pieces of the Danielson Framework may not be observed during a single classroom observation. The teacher and principal should discuss these components and determine whether there is additional information that the teacher can provide that will address the component. If that is not possible, those components may be prioritized for subsequent observation. It is also possible that these components could be represented in the portfolio contents. Remember from the discussion about the Domains that Domains 2 and 3, the "on-stage" domains, are observable. Domains 1 and 4 are addressed primarily through the Professional Portfolio.

2. Professional Portfolios. A Professional Portfolio is a compilation of artifacts illustrating professional accomplishments and work related to standards and demonstrating professional commitment and competency during the academic year. Teachers "harvest" materials and artifacts of the teaching and learning process. Rather than creating materials solely for the portfolio, harvesting the products of good teaching and learning is most efficient. Harvesting requires that teachers select artifacts that demonstrate their performance on specific components of the Framework for Teaching. The portfolio, which includes the Professional Growth Plan, will be presented to the administrator during a final review session during the last quarter of the school year. The administrator may elect to "stagger" review sessions in the last semester since it may be difficult to schedule all of them at the end of the year. Each session will take approximately 30 minutes. Teachers who complete their portfolios early in the year can request a review session rather than waiting until the end of the year.

Compiling a portfolio is a reflective process; every artifact selected will have a purpose for inclusion in the portfolio.

Teachers and principals will be trained in how to construct, present, and score a portfolio. They will have access to sample portfolios to guide them in the types of materials that might be used

and how it should be organized. In addition, sample presentations will be developed. These samples will provide teachers with an overall view of what the completed process looks like.

Figure 10: Portfolio Process

The portfolio compilation process relies on the concept of "harvesting." Creating a portfolio is not intended to cause additional work for the teacher; rather, the teacher should "harvest" evidence related to specific domains and components throughout the school year. "Harvesting" means that materials created during the process of day-to-day teaching should be included as evidence in the portfolio. Harvesting avoids increasing the teacher's workload. Teachers should not be creating additional materials solely for the portfolio. By selecting materials and artifacts from what they do each day to enhance learning for students, teachers are building a true picture of their professional activities.

Who compiles a portfolio? All teachers will create a portfolio each year. They may refer to information from prior years and reflect upon their progress over time, but they should not re-use materials from year to year.

What types of artifacts might be included in a portfolio? Table 4 contains some suggestions.

Table 4: Portfolio Artifacts

Domain	Examples of Artifacts/Materials*
Domain 1: Planning and Preparation	Lesson plans
Domain 4: Professional Responsibilities	Newsletters Copies of emails Professional Growth Plan Certificates Letters to Parents

*Captions or brief descriptions should be included where necessary to ensure that reviewers can understand the relationship of the materials to the component.

How do I create my portfolio? Teachers will save electronic versions of the artifacts (e.g., scanned or photographed) on their computers. After determining which of the harvested evidence best demonstrates their practice in a particular Domain, teachers can upload a maximum of 6 artifacts to BriteLocker, 3 for the School Wide Component and 3 for the Choice Component.

Organizers, such as templates and checklists, have been created to assist teachers in compiling their portfolios. References to them appear in this section. These forms will be provided during training.

How are the components for the portfolio selected? The portfolio does not need to include evidence for every component. For the first year of portfolio implementation, teachers will complete four components:

1. A school-wide component to be selected by the school's leadership team will be completed by all teachers.

2. Component 4e, which will be **required** for all teachers. Component 4e: Growing and Developing Professionally focuses on teachers' professional growth, and a **Professional Growth Plan** (TPGP) is the artifact that provides evidence of this component. TPGP will demonstrate teachers' selection of and participation in professional learning activities to improve or enhance their practice related to student needs. It also includes a reflection on their progress in completing the professional learning activities and applying new knowledge and skills to instruction. Information on the TPGP is provided in the **Professional Growth Plan Guidance** document and the **Professional Growth Plan Template**, as well as the previous sections of this guidebook.

3. Two components from Domains 1 and 4 of the Framework for Teaching. Teachers may choose to collaborate with colleagues in professional learning communities, grade-level or subject teams, or with co-teachers in selecting one or two components that all team members will focus on that year. An advantage in selecting components together is that team members can help each other interpret the components, discuss various types of artifacts that might be appropriate, and, if desired, get feedback from team members during the process of compiling their portfolios.

When should I start on my portfolio? As soon as possible! Teachers should select individual components and begin planning their portfolio early in the academic year. The Portfolio Planning Form (available on EES web portal at http://tle.vide.vi), along with a draft Professional Growth Plan are developed and shared with the principal during a Portfolio Planning Meeting by the end of the first quarter of each school year. The idea of harvesting artifacts works best when teachers identify the types of artifacts that are needed and collect them as they are created and used during instruction. For example, if a teacher is planning a unit of instruction that will generate artifacts that are appropriate for a component, s/he should capture those artifacts (electronically or in hard copies) and add them to her/his portfolio immediately. A lesson learned from the pilot of the portfolio process was that teachers saw a real value in focusing on collecting artifacts early in the year, rather than hunting for them at the end of the year.

Must artifacts be collected across the entire academic year? No! With the exception of the Professional Growth Plan artifact, teachers may complete their portfolios using artifacts collected early in the school year. The purpose of the artifacts is to show good practice, and good practice can be demonstrated at the beginning of the year. Since the TPGP component is intended to show growth throughout the year and includes a summative reflection, the portfolio should not be presented until near the end of the school year, according to a schedule that has been agreed upon with a building administrator. While some components could be completed earlier in the year, the Professional Growth Plan is meant to show growth across the school year, so it is best to present the portfolio later in the school year, as the principal's schedule permits.

Can all my artifacts be related to a single project? An extended project may provide ample evidence for demonstrating proficiency on a component. Service learning, project-based learning, and other types of projects that extend over multiple weeks or months are likely to provide many examples of teaching practice that will serve as evidence for components. For the professional growth (4E) and school-wide components, it may be necessary to provide additional evidence, but it is also possible that many of the artifacts needed for those components can also be harvested during the project. However, in order to show the breadth of accomplished teaching, it may be preferable to include artifacts from other instructional activities rather than only one project.

Can I discuss my portfolio with my colleagues? Absolutely! Teachers are encouraged to meet with colleagues to discuss components, artifacts, etc., and provide and receive feedback. During the portfolio pilot, it was noted that working with colleagues and getting their input was extremely helpful to participants.

How many artifacts are required for each component? There is no set number of artifacts; however, a Professional Growth Plan artifact for Component 4e is required for all teachers. The key is to use the rubrics in the Framework for Teaching to guide artifact collection. Teachers should look at the highest level of performance (Level 4 – Distinguished) for the component and try to ensure that they are providing artifacts that clearly demonstrate performance at that level. While it is likely that teachers will fall short sometimes, Level 4 reflects best practice and should serve to guide the selection of artifacts. In some cases, one or two artifacts will be sufficient to provide evidence of distinguished performance. In other cases, more may be needed. In part, the number of artifacts is dependent on whether they are complete and comprehensive. For example, a lesson plan that lacks important details will be less useful to the administrator that a lesson plan

that demonstrates alignment with standards, knowledge of students, relationship to previous lessons, a description of how students' current knowledge/skills will be assessed, a description of the how students' progress/proficiency will be assessed, information about materials to used, details about how lessons will be differentiated for learners at different levels, etc. One comprehensive artifact may take longer to create but provide stronger evidence than a collection of less detailed artifacts.

How will the portfolios be scored? Teachers will meet with an administrator and present their portfolio, including the Professional Growth Plan. In the portfolio pilot, most teachers used a PowerPoint presentation to showcase their evidence electronically, supplemented in some cases with actual student work. It is not essential that the portfolio be presented in Prezi, PowerPoint, or other electronic form, but it makes it easy to organize and show the evidence for each component. The presentation (or binder if using paper instead) should be organized by component, because it will be scored by component. The administrator will score each component separately, using the appropriate Framework for Teaching rubric. This is why it is important that teachers also use the Framework for Teaching rubrics to provide "targets" during collection of evidence for their portfolio. Once the administrator has scored each component, the scores will be added and divided by the number of components. The maximum score is 4. The administrator will give the teacher the final score along with feedback.

How might the results of the Student Perception Surveys be used to select areas of focus? Perception surveys are optional for schools and only apply to grades 3-12. For schools that choose to conduct the surveys, the data from the surveys may serve as an additional source of information for teachers to reflect upon as they identify areas for professional growth. The survey data may be included in the portfolio if the teacher so chooses; however, these data are solely for informational purposes and are not scored as part of the evaluation. Instead, data from student perception surveys should be used for discussions between the principal and teachers about areas where teachers may want to make changes in practice or classroom environment to best support students' classroom experiences and learning. Teachers may wish to include their written reflections about the survey data in their portfolios. The data may also inform their TPGP goals.

What support will be provided to help plan for the timely completion of my portfolio? Since the evidence collected for the portfolio is harvested throughout the year, it would be problematic for teachers to wait until the end of the year to start adding materials to the portfolio or to complete the Professional Growth Plan. The principal should perform a mid-year check (reviewing the checklist) to establish that the teacher understands what to do and is harvesting materials and organizing them by component. Progress on the Professional Growth Plan is also discussed. Principals should encourage additional opportunities for teachers to discuss and share materials for inclusion in portfolios. The portfolio process is not intended to be a solitary endeavor; rather, it presents a rich opportunity to share professional practice. Possible venues for discussion and sharing include:
- Faculty meetings where everyone brings what they have harvested in the way of evidence for their portfolios
- PLCs bring their collection of evidence and discuss
- Content or grade level team meetings where evidence is shared

Can co-teachers or team members working on projects together use the same evidence?
Teachers who are working together on a project as a team or who are co-teaching or serving as resources in collaboration with general education teachers may use the same materials or artifacts. For example, if a team of teachers collaborates on a place-based learning project, they may have student work that reflects contributions from all of the teachers, such as a booklet created by all of the students that includes content from each subject area.

How are portfolios presented? The teacher will present his or her completed portfolio in a meeting with the principal and assistant principal, where applicable. The teacher does not need to provide introductory materials, such as philosophy of teaching, but should instead focus on making clear the connections between the components and the artifacts. The presentation, including an opportunity for questions from the administrator, should take a maximum of 30 minutes. The presentation will take place near the end of the year, or earlier if the teacher feels that the portfolio is complete. The presentation can be done with a PowerPoint, Prezi, or other technology, or may be less formal, i.e., the teacher discusses the components and how they were addressed with the materials and artifacts included in the portfolio. The presentation may include videos, recordings, pictures, posters, student-created work, and other evidence that demonstrates the teacher's competency on the components.

What if my portfolio is incomplete? If the principal feels that the portfolio is incomplete or does not reflect the teacher's best work, s/he may suggest that the teacher revise or complete the portfolio and schedule another presentation or provide the revised portfolio with the additional evidence in written form with appropriate artifacts. A presentation will not be done for the resubmission. The Professional Growth Plan must also be completed for it to be considered as a complete artifact for the required Component 4e. The point of the portfolio is to demonstrate the teacher's best practice. However, because the final portfolio review occurs near the end of the school year, teachers would have to do revisions on a very short timeline to be able to resubmit the portfolio before the school year is over. It is advantageous for teachers to take note of the mid-year check and opportunities to discuss and share with colleagues so they are well prepared for the presentation.

What are the criteria for scoring the portfolio? Rubrics for each component can be found in Charlotte Danielson's *Framework for Teaching Evaluation Instrument*. The principal will use the level descriptions to determine which level is demonstrated by the materials and artifacts included as evidence in the portfolios. Teachers should read the rubric description for Level 4 – Distinguished for each component and use it as a target. Even if they fall short, aiming high will contribute to their professional growth.

Whose property is the portfolio? Once the portfolio is presented and scored, any hard copies (folder, artifacts, etc.) will be returned to the teacher.

Following is a timeline for Professional Portfolios that summarizes this section.

Table 5: Professional Portfolio Timeline

First month of school
1. School leadership decides on a single high-priority component that all teachers will provide evidence for ("school-wide component"). This provides the administrators and teachers with an opportunity to unite in their focus on a specific area. 2. Teachers select 2 additional components (different from the school-wide component) that they will focus on. They may make these selections on their own or with advice and support from colleagues, mentors, coaches, or administrators. 3. Each teacher drafts a Professional Growth Plan using the template for the required Component 4e. 4. Each teacher provides the principal with the list of components for their portfolio on the template, as well as the draft Professional Growth Plan. The principal then indicates his or her approval and/or adds comments or suggestions and returns it to the teacher. This document will be the first entry in the teacher's portfolio and serve as an index to contents.
First semester of school
As soon as components are approved, including the Professional Growth Plan, teachers begin "harvesting" evidence and collecting data to demonstrate their proficiency on the components. They organize the evidence by component, either in a folder/binder or in an electronic portfolio. They also implement the growth plan by completing the professional learning activities and applying the new knowledge and skills in instruction.
End of first semester/beginning of second semester
Administrator or a designee reviews each teacher's portfolio checklist to determine whether they are making progress in collecting and organizing evidence for the approved components. This also includes discussing progress in meeting the professional growth plan goals. Teachers who have no evidence or little evidence are provided with additional guidance and a date is scheduled for a re-check of the checklist.
End of school year
As the end of the school year approaches, teachers and principals should schedule conferences for teachers to present their portfolio to their administrators and/or teachers should deliver portfolios to principals if they elect not to present them. All teachers should have presented or provided their portfolios, including a completed Professional Growth Plan, no later than a month prior to the end of school year so that the principal can determine a score.

Summative Teacher Evaluation Rating

The focus of teacher evaluation is ongoing professional growth. Periodically, performance must be evaluated to acknowledge growth, as well as opportunities to improve. Teachers will receive a summative rating of Distinguished, Proficient, Basic, or Unsatisfactory based on the performance levels of the Framework for Teaching by Charlotte Danielson.

Three measures of teaching proficiency are used to determine the rating. Two or three Classroom Observations (depending on tenure status) are conducted, and the scores are then averaged to create a single score between 1 and 4. The Classroom Observations average will be 60% of the summative score. The Professional Portfolio will have three components which will be scored and averaged to account for 30% of the summative score. Instructional Time, reflecting attendance and punctuality, will comprise 10% of the summative score.

Once principals have entered a teacher's scores for Observations, Portfolio, and Instructional Time, the weighted scores will automatically be calculated.

Once the final score has been calculated, the level will be identified using a chart that shows where scores fall on the continuum of Distinguished, Proficient, Basic or Unsatisfactory. The chart is currently in development. Teachers should consider how the summative score reflects their efforts and how they can continue to grow in their professional practice.

Performance Level Ratings will be assigned for the 2015-16 school year after data have been analyzed and cut scores determined.

Connecting Evaluation Feedback to the Professional Growth Plan

Feedback is a specific, timely, data-driven exchange of information intended to guide improvement in teacher effectiveness. When principals and teachers engage in the evaluation cycle using the rubrics from the Framework for Teaching, they find that the language of the rubrics supports specific feedback. The Framework defines successful practice and promotes a common understanding of what good teaching looks like. Aspects of practice that are working well are recognized and strengthened. Aspects of practice that can be improved are revealed, and options for the continuous improvement of the teacher's practice are discussed. The Professional Growth Plan (TPGP) is the tool that is utilized to set focused goals based on specific feedback. Administrators can then support teachers as they work toward their individual goals to increase effectiveness. Charlotte Danielson emphasizes this commitment to professional learning, not to "fix" teaching, but "…because teaching is so hard that we can always improve it. No matter how good a lesson is, we can always make it better. Just as in other professions, every teacher has the responsibility to be involved in a career-long quest to improve practice" (Danielson, 2011). After the end-of-year summative evaluation meeting, the teacher reflects on the feedback gained from the process and can begin to think about goals for the TPGP for the following school year.

Roles and Responsibilities for Teachers and Administrators

To summarize, teacher evaluation in the U.S. Virgin Islands is a continuous system of support for professional growth that is sustained, instructionally focused, job-embedded and collaborative. This means that responsibilities for professional growth and support are shared between the teacher and the administrator. Table 6 summarizes the responsibilities that have been discussed in this Guidebook.

Table 6: General Roles and Responsibilities for Teachers and Administrators

Teacher Responsibilities	Administrator Responsibilities
- Reviews evaluation procedures. - Creates a Professional Growth Plan with the administrator and executes the plan to improve performance. - Helps to schedule observations and meetings. - Submits documents in a timely manner and adheres to the schedule outlined in the timeline. - Collects artifacts throughout the year. - Gathers and submits artifacts for the portfolio. - Reviews and reflects upon evaluation results prior to scheduled meetings. - Completes the appropriate procedures for the finalization of the evaluation.	- Successfully completes evaluation training. - Works with the teachers to schedule observations and meetings. - Adheres to the schedule outlined in the timeline. - Provides feedback to the teacher to improve practice throughout the evaluation cycle. - Reviews the portfolio with the teacher and scores the portfolio. - Reviews the professional growth plan with the teacher. - Calculates the summative rating for the teacher. - Ensures that the teacher has a thorough understanding of the evaluation results. - Ensures that the teacher has distinct action steps for improving performance. - Submits summative evaluation results to the Division of Human Resources for inclusion in personnel files and databases.

How Teacher Evaluation Improves Practice

The Virgin Islands teacher evaluation system promotes teacher growth and development. It is a thoughtful approach that engages teachers in self-assessment, reflection and professional conversations. To provide this meaningful experience for teachers, the process must be rigorous, valid and reliable (Danielson, 2011). The Task Force chose the Danielson *Framework for Teaching* because it has been used extensively across the nation and refined over the years. It has also been the subject of large-scale studies on effective teaching, most recently the Measures of Effective Teaching (the MET Study), funded by the Gates Foundation.

It bears repeating that the VIDE considers this process an investment in the teachers of the U.S. Virgin Islands. The system was designed to honor the professionalism of teachers as they grow and gain expertise throughout their careers. Table 7 lists examples of shifts in thinking about evaluation that occur with participation in this process**.**

Table 7: Teacher Evaluation Mindshifts

From		To
A system that limits post-observation conferences to the teacher listening to the observer's report	→	A system that supports collegial dialogue about how to shift teaching practice forward
Teachers in a passive role with little input	→	Teachers taking an active role in learning conversations, discussing practice, what is working and problem-solving for improvement
Short timelines for improvement	→	Continuous and ongoing professional growth
Checklists of behaviors	→	Precise rubrics that provide a roadmap for growth
Individual definitions of what constitutes excellence in teaching	→	A common language defining what constitutes excellence in teaching
Simplistic views about the act of teaching	→	A recognition of the complexity of teaching practice
General feedback of little value to the teacher	→	Specific feedback based on evidence that teachers can respond to in a professional manner
Teachers unsure of the criteria for evaluation	→	Teachers and principals trained on the common language and rubrics of the Framework for Teaching
Lack of consistency among evaluators	→	Evaluators trained to recognize the components of practice they observe and how to interpret evidence against specific levels of performance

Continuously improving teacher practice has a positive impact on student achievement, and contributes to resilient, thoughtful and skillful teachers. The system described in this guidebook is the vehicle for accomplishing the VIDE priority of providing highly effective teachers for all students.

Danielson and McGreal (2000) discuss the two purposes for teacher evaluation: (1) quality assurance, and (2) professional growth. It is the goal of the VIDE to merge these two goals in a system that is mutually beneficial for both the individual teacher and the organization. Accomplishing this goal means that all personnel are focused collectively on working to significantly improve student achievement in the Virgin Islands.

VIDE conducted a pilot study to test the evaluation system during the Winter/Spring of 2014. Results of the pilot study were shared with the Task Force prior to the territory-wide implementation.

Key Terms and Definitions

Components describe the aspects of a domain. There are 22 components in the Danielson *Framework for Teaching.*

Domains are the four broad areas of teaching responsibility included in the Danielson Framework for Teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Under each domain, 5-6 components describe the distinct aspects of that domain.

An **Effective Teacher** demonstrates characteristics, competencies, and behaviors that enable students to reach desired outcomes.

Evaluation consists of a framework and set of tools and processes used for measuring performance and providing feedback to support growth and improvement in the effectiveness of teachers, leaders, and other educational staff.

Feedback is a specific, timely, data-driven exchange of information intended to guide improvement in teacher and leader effectiveness.

Formal Observation is an observation of at least 30 minutes that will result in a score (a level on the Danielson Framework for Teaching), and will include a Planning and Reflection Conference as well as analysis by the teacher and the observer. The teacher will be provided with a descriptive review.

Informal Observation is a brief observation (e.g. walkthrough) intended to provide timely feedback to the teacher such as a walkthrough form or note. This will not be counted as an observation score but the teacher may include the form or note in his or her portfolio.

Observation is a data gathering process of observing performance to provide timely feedback to enhance teaching and learning. An observation can be formal or informal and can be used with a number of staff, not just teachers. Observations are meant to be part of a larger process to promote collaboration among peers, accountability, and to support teacher and leader effectiveness.

A **Planning Conference** takes place before a formal observation. The evaluator and the teacher discuss important elements of the lesson or class relevant to the scheduled observation.

A **Professional Portfolio** is a compilation of artifacts representing professional accomplishments and work related to standards and demonstrating professional commitment and competency over a specified period of time.

A **Reflection Conference** takes place after a formal observation. The evaluator provides feedback verbally and in writing to the teacher. The evaluator and the teacher engage in a professional conversation about teaching practice, discussing what is working well and what can be improved.

A **student perception survey** is an optional instrument used to gather students' perceptions on learning experiences.

Teacher Effectiveness is the combination of characteristics, competencies, and behaviors that enable students to reach desired outcomes.

A **Walkthrough** is a short (5 minute minimum) informal and unannounced observation of a teacher's practice in the classroom.

References

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition. Alexandria, VA, Association for Supervision and Curriculum Development.

Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group

Danielson, C. (2011). Evaluations that help teachers learn. Educational Leadership Vol 68 No 4.Retrieved from www.ascd.org.

Danielson, C. &McGreal, T.L. (2000). *Teacher Evaluation to Enhance Professional Practice*. Princeton, NJ: Educational Testing Service.

Goe, L. (2013). Can Teacher Evaluation Improve Teaching? Principal Leadership.

Goe, L. (2010). Evaluating Teaching with Multiple Measures. Washington, DC, American Federation of Teachers.

Goe, L. (2007). The link between teacher quality and student outcomes: A research synthesis. Washington, DC: National Comprehensive Center for Teacher Quality.

Shulman, L.S. (2004) *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. San Francisco: Jossey-Bass.

Stronge, J.H. & Tucker, P.D. (2003). *Handbook on Teacher Evaluation: Assessing and Improving Performance*. Larchmont, NY: Eye on Education.

Voices of Support for the InTASCMCTS.www.ccsso.og/Documents/2011/InTASC_Voices_of _Support.pdfRetrieved 1/1614

Useful Websites

U.S. Virgin Islands Teacher Effectiveness Standards (coming soon)

*InTASC Model Core Teaching Standards: A Resource for State Dialo*gue. http://www.ccsso.org/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for _State_Dialogue_(April_2011).html

www.danielsongroup.org

Appendix 1

Correlation between the U.S. Virgin Islands Teacher Effectiveness Standards and the Danielson Framework for Teaching

The U. S. Virgin Islands Teacher Effectiveness Standards, based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, describe a vision of teacher effectiveness and detail expectations for all teachers in the U.S. Virgin Islands to ensure effective teaching for all students. The Framework for Teaching by Charlotte Danielson is a measurement tool used to observe teaching practice as part of a teacher's evaluation. The following chart reflects the alignment between the U. S. Virgin Islands Teacher Effectiveness Standards and the Framework for Teaching. (The red text reflects alignment with the Common Core state Standards.)

U. S. Virgin Islands Teacher Effectiveness Standards	The Framework for Teaching by Charlotte Danielson Component(s)
#1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Planning and Preparation** 1b:Demonstrating Knowledge of Students 1c:Setting Instructional Outcomes 1e:Designing Coherent Instruction **Instruction** 3c:Engaging Students in Learning 3e. Demonstrating Flexibility and Responsiveness **Professional Responsibility** 4b: Maintaining Accurate Records
#2. Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Planning and Preparation** 1b:Demonstrating Knowledge of Students
#3. Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Classroom Environment** 2a:Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space **Instruction** 3c:Engaging Students in Learning
#4. Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**Planning and Preparation** 1a:Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e:Designing Coherent Instruction **Instruction** 3c:Engaging Students in Learning

U. S. Virgin Islands Teacher Effectiveness Standards	The Framework for Teaching by Charlotte Danielson Component(s)
#5. Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Instruction** 3a: Communicating with Students 3c: Engaging Students in Learning 3f:DemonstratingFlexibilityand Responsiveness
#6. Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Planning and Preparation** 1f:Designing Student Assessments **Instruction** 3d:Using Assessment in Instruction **Professional Responsibilities** 4b: Maintaining Accurate Records
#7. Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Planning and Preparation** 1b:DemonstratingKnowledge of Students 1e:Designing Coherent Instruction **Professional Responsibilities** 4b: Maintaining Accurate Records
#8. Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Instruction** 3b:Using Questioning and Discussion Techniques 3c:Engaging Students in Learning
#9. Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Professional Responsibilities** 4a:Reflectingon Teaching 4e:Growingand Developing Professionally 4f: Showing Professionalism
#10. Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Professional Responsibilities** 4c:CommunicatingwithFamilies 4d: Participating in a Professional Community 4f: Showing Professionalism

Appendix 2

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning
- Importance of content
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students
- Persistence

	Unsatisfactory **1**	**Basic** **2**	**Proficient** **3**	**Distinguished** **4**
Domain 1: **Planning and** **Preparation**	Teacher's plans reflect *little understanding* of the content, the students, and available resources. Instructional outcomes are *either lacking or inappropriate*; assessment methodologies are *inadequate*.	Teacher's plans reflect *moderate understanding* of the content, the students, and available resources. *Some* instructional outcomes *are suitable* to the students as a group, and the approaches to assessment are *partially aligned* to the goals.	Teacher's plans reflect *solid understanding* of the content, the students, and available resources. Instructional outcomes represent *important learning suitable to most* students. *Most* elements of the instructional design, including the assessments, *are aligned* to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to *engage* students in *significant learning*. *All aspects* of the teacher's plans – instructional outcomes, learning activities, materials, resources, and assessments – are in *complete alignment* and are *adapted as needed* for individual students.
Domain 2: **Classroom** **Environment**	Classroom environment is characterized by *chaos and conflict*, with *low expectations* for learning, *no clear standards* of student conduct, *poor use* of physical space, and *negative interactions* between individuals.	Classroom environment functions *somewhat effectively*, with *modest expectations* for student learning and conduct, and classroom routines and use of space that *partially support* student learning. Students and the teacher *rarely treat* one another *with disrespect*.	Classroom environment *functions smoothly*, with *little or no loss* of instructional time. *Expectations* for student learning *are high*, and *interactions among individuals are respectful*. *Standards* for student conduct *are clear*, and the physical environment *supports learning*.	*Student themselves* make a *substantive contribution* to the *smooth functioning* of the classroom, with *highly positive* personal interactions, *high expectations* and student *pride in work*, *seamless* routines, *clear standards* of conduct, and a physical environment *conducive to high>level learning*.
Domain 3: **Instruction**	Instruction is characterized by *poor* communication, *low>level* questions, *little* student *engagement or participation* in discussion, *little or no use* of *assessment* in learning, and *rigid adherence* to an instructional plan despite evidence that it *should be revised or modified*.	*Only some* students are *engaged* in learning because of only *partially clear* communication, *uneven use* of discussion strategies, and *only some suitable* instructional activities and materials. The teacher displays *some use* of assessment in instruction and is *moderately flexible in adjusting* the instructional plan *and in response* to students' interests and their success in learning.	*All* students are *engaged* in learning as a result of *clear* communication and *successful use* of questioning and discussion techniques. Activities and assignments are of *high quality*, and teacher and students make *productive use* of assessment. The teacher demonstrates *flexibility in contributing to the success* of the lesson and of each student.	*All* students are *highly engaged* in learning and make material contributions to the success of the class *through their participation* in discussions, *active involvement* in learning activities, and *use of assessment information in their learning*. The teacher *persists in the search for approaches* to meet the needs of every student.
Domain 4: **Professional** **Responsibilities**	The teacher demonstrates *low ethical standards* and *levels* of *professionalism*, with *poor recordkeeping* systems and skills in *reflection*, *little or no communication* with families or colleagues, and *avoidance* of school and district *responsibilities and participation* in activities for professional growth	The teacher demonstrates *moderate ethical standards* and *levels of professionalism*, with *rudimentary record>keeping* systems and skills in *reflection*, *modest communication* with families or colleagues, and *compliance with expectations regarding participation* in school and district projects and activities for professional growth.	The teacher demonstrates *high ethical standards* and a *genuine sense of professionalism* by engaging in *accurate reflection* on instruction, maintaining *accurate records*, *communicating frequently* with families, *actively participating* in school and district events, and engaging in activities for professional development.	The teacher's *ethical standards and sense of professionalism are highly developed*, showing *perceptive use of reflection*, *effective systems* for record keeping and communication with families, *leadership roles* in both school and district projects, and *extensive* professional development activities. *Where appropriate, students contribute* to the systems for record keeping and family communication.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching.* Alexandria, VA: Association for Supervision and Curriculum Development

Teacher Portfolio and Professional Growth Plan Guidance
(SY 2015-16)

Quick Reference: Overview

- All teachers are required to complete a Portfolio each academic year.
- The Portfolio counts 30% of a teacher's total evaluation score. Each component counts 10%.
- Portfolios must include **3 components; 2 are** selected from Domains 1 and 4 of the Charlotte Danielson *Framework for Teaching Evaluation Instrument*, and 1 represents Domain 4 Component e: Growing and Developing Professionally.
  - **A School Wide Component** selected by each school's leadership team
  - **Component 4E.** A completed **Teacher Professional Growth Plan (TPGP)** serves as the as the single required artifact for Component 4E. TPGP rubrics are available at http://tle.vide.vi to guide the creation, implementation, completion, and scoring of the TPGP.
  - **One Choice Component**, selected from Domains 1 and 4 by each teacher according to their interests and preferences
- *TalentEd* and **BriteLocker** are used to manage the teacher portfolio process, including creating the TPGP, uploading the portfolio presentation with appropriate artifacts, and providing reflection of impact on teacher practice and student learning.
- A maximum of six artifacts providing evidence of a teacher's performance on the selected components should be uploaded in Britelocker to be discussed during the Portfolio Review. Artifacts should be saved as PDFs prior to uploading.
- Two goals are required for the TPGP:
  - **Growth Personal Learning Goal**: A personal learning goal for the teacher addresses an area of needed growth or improvement informed by data, student needs, previous evaluation results and/or self-reflection using the InTASC Learning Progressions in the VI Teacher Effectiveness Standards.
  - **Collaborative Learning Goal:** A team of teachers (e.g. grade level, subject area, cross grade level, vertical grade level, department, PLC) collaborate to identify a learning goal that focuses on a common area for growth. The goal, which is collaboratively identified by the team using school-wide or grade-level data, is the same for all of the teachers in the team; however, each teacher is responsible for identifying appropriate activities, completing the activities, collecting evidence, reflecting on learning, and using new skills and knowledge.
- Teachers are required to work collaboratively on TPGPs (the Collaborative Goal), and are encouraged to work collaboratively and give each other feedback during the process of constructing Portfolios and selecting artifacts.
- Teachers reflect on their practice using the Portfolio Review Form which is submitted to the principal via *TalentEd* BEFORE the Portfolio Review Meeting. Teachers also reflect on their performance in the Portfolio Presentation.
- The Portfolio, including the TPGP, is shared with the principal or assistant principal in the Portfolio Review meeting during the last quarter of the school year (no later than a month prior to the end of school year). The Portfolio Review provides an opportunity for the teacher to explain artifacts, discuss the completed TPGP and impact of learning on teacher practice and student learning, answer questions, and receive feedback.
- The principal scores the TPGP using the rubric within the Teacher Portfolio Scoring Form in *TalentEd*. The principal scores the School Wide and Choice Components using the rubrics in the Charlotte Danielson Framework for Teaching Instrument, and then records those scores on the Teacher Portfolio Scoring Form.

The Teacher Portfolio

The Teacher Portfolio is one of three measures used to evaluate teacher performance as part of the VIDE Employee Effectiveness System (VIDE EES). The Teacher Portfolio is a compilation of artifacts illustrating teaching practice, student learning, professional accomplishments, and work related to VI Teacher Effectiveness Standards and Domains 1 and 4 of the *Framework for Teaching* by Charlotte Danielson. Teachers "harvest" materials and artifacts of the teaching and learning process. Teachers are not expected to create additional materials solely for the portfolio. Instead, teachers will harvest the products of their good teaching and their students' learning to document their performance on Domains 1 and 4 of the Charlotte Danielson *Framework for Teaching Evaluation Instrument*. Harvesting requires that teachers choose artifacts that provide evidence for their performance on selected components of the *Framework for Teaching*. The portfolio, which includes the Teacher Professional Growth Plan, will be shared with the principal during a Portfolio Review meeting, preferably during the last quarter of the school year. Each Portfolio Review will take approximately 30 minutes, including feedback from the principal or assistant principal.

Teachers and principals will be trained in how to construct, share, and score a portfolio. Exemplary portfolios and a portfolio template are available at http://tle.vide.vi to guide teachers in organizing their portfolios for presentation.

Planning the Portfolio

Teachers complete the Portfolio Planning Form in *TalentEd* by choosing the School Wide Component, which has been selected by the school leadership, and choosing one Choice Component from Domains 1 or 4 according to their interests and preferences, using the drop-down menu in the form.

The portfolio is created by collecting artifacts throughout the school year, not at the end of the school year. Since the TPGP is related to the needs of the students whom the teacher will be instructing and supporting throughout the year, implementing the plan is part of everyday teaching and learning. Self-monitoring will ensure the teacher is on track in collecting artifacts, completing the learning activities, and, when progress is less than expected, adjusting supports to overcome barriers.

Best Practices for Teachers: Choosing Artifacts
For purposes of the Teacher Portfolio, an artifact is any type of documentation (in the form of a document, PDF, photo, video, etc.) that provides evidence of a teacher's performance on selected components of Domains 1 or 4 of the *Framework for Teaching Evaluation Instrument* by Charlotte Danielson.

A lesson learned from the pilot and first year of implementation of the portfolio process was that teachers saw a significant value in focusing on collecting artifacts early in the year, rather than searching for them at the end of the year. For example, if you are planning a unit of instruction that will generate artifacts that are appropriate for a selected component, you should capture those artifacts electronically and save them on your computer. Before the Portfolio Review, you should determine which artifacts provide the best evidence for your School Wide and Choice components, save them as PDFs, and upload them into BriteLocker.

Only three artifacts per component should be selected for discussion during the Portfolio Review.

Compiling a portfolio is a reflective process; every artifact selected will have a purpose for inclusion in the portfolio. Harvest artifacts from your practice and from your classroom throughout the year that will support the selected components. Aim to identify a few strong artifacts representing all multiple aspects of teaching practice related to a component. Focus on artifacts that provide clear evidence of high-level performance, using the *Charlotte Danielson Framework for Teaching Instrument 2013* rubric descriptions for guidance.

When three artifacts have been selected for each component, add a caption, label, or brief description, preferably on the artifact itself. One way to label the picture or document is to add it to a PowerPoint slide or Word document, and then insert text boxes into which you can type labels (such as the component for which the artifact provides evidence) and explanations (such as what the students in the picture are doing). Except for video or audio recordings, save the artifacts as PDFs before uploading to BriteLocker. It is preferable to save all artifacts in a single PDF rather than separately. If video, recordings, or photographs of students will be used, use the VIDE Student Media Consent and Release Form to obtain permission from parents if students' faces are shown. The Consent form is available on the VIDE EES web portal at http://tle.vide.vi.

Examples of artifacts:
- Lesson plans and unit plans (including reference to student learning standards)
- Student work samples (pictures or PDFs) related to specific lessons
- Pictures of bulletin boards illustrating student work
- Pictures or videos of the classroom showing features of the classroom (reading corner, library, student work bins/folders, computer table, laboratory, etc.)
- Documents related to understanding student needs, such as interest inventories
- Letters, texts, memos, emails, newsletters, and other communication to parents
- Pictures or videos of students working in groups, conducting an experiment, performing, doing volunteer work, etc. (related to specific lessons/standards)
- Documents that illustrate student performance for a class (such as results from standardized tests, reading tests, and other types of assessments)

Another lesson learned in the pilot and initial implementation during the 2014-15 school year is that more is not better. A portfolio should not have a multitude of artifacts and a presentation that contains so many slides that it takes minutes to upload rather than seconds. A few artifacts presented in a few slides can be much more powerful in representing good teacher practice that impacts student learning. For that reason, the portfolio process has been streamlined so that only two components (plus the TPGP) are required, with a maximum of 3 artifacts per component, and five or fewer slides. A PowerPoint template and exemplars are available on the EES website to illustrate how this can be done effectively.

Collaboration

Implementation includes collaborating with colleagues to support each other in collecting artifacts, in using effective teaching practices, and in growing in their profession. Teachers who are working together on a project as a team, or who are co-teaching or serving as resource teachers in collaboration with general education teachers, may use the same materials or artifacts. For example, if a team of high school teachers collaborates on a service learning project, they may have student work that reflects contributions from multiple teachers' classrooms, such as a booklet or presentation created by shared students that includes content from different subject areas (such as mathematics, ELA, science, art, music, and social studies).

Drafting the TPGP

A draft TPGP is also completed by the teacher and submitted to the principal through *TalentEd* as part of the Portfolio. Research has shown that a teacher's continuous growth has a positive impact on student learning and achievement. Professional Growth Plans facilitate growth and are an essential element of the VI teacher evaluation process. It is an expectation that all teachers engage in professional growth as described in the VI Teacher Effectiveness Standard 9:

> **The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

The Teacher Professional Growth Plan (TPGP) is a required artifact for Component 4e in the **Teacher Portfolio**. The primary focus of the Teacher Portfolio is related to those *standards that are not easily observed, including VI Teacher Effectiveness Standard 9: Professional Learning and Ethical Practice*. This Standard aligns with **Domain 4: Professional Responsibilities; Component 4e: Growing and Developing Professionally** of *The Framework for Teaching Evaluation Instrument* by Charlotte Danielson. The TPGP is created, reviewed, and scored in *TalentEd.*

The TPGP process provides an opportunity for teachers to meet expectations related to Standard 9 and Domain 4, Component 4e. The process fosters collaboration, trust, and mutual respect among teachers and their colleagues, and between the teacher and the school's administrators. The TPGP provides multiple ways of developing skills and knowledge, and allows for differentiation based on teacher needs and experiences. Teachers are actively involved in their own professional growth through engagement in learning and reflection.

Teacher Professional Growth Plan Process

The TPGP process is reflective, collaborative, and provides accountability. The TPGP process includes
- Developing the TPGP using a five step process;
- Finalizing the TPGP collaboratively with the principal during the **Portfolio Planning Meeting**;
- Implementing and monitoring progress of the TPGP throughout the current school year;
- Engaging in mid-year conversation with principal to discuss progress, identify any challenges with activities, and modify the TPGP as needed;
- Providing a reflective summary of goals, knowledge and skills learned, and how the knowledge and skills have been applied to improve instruction; and
- Engaging in a TPGP reflection discussion and identifying possible areas of focus for the following school year.

The TPGP process is cyclical to provide a continuous system of growth and improvement for all teachers (See Figure 1). The following forms and resources are used throughout the TPGP process. All forms can be accessed on the VIDE web portal at http://tle.vide.vi or in *TalentEd*:

- **TPGP Form** (teacher completes this form)
- **TPGP Development Rubric** (used by the teacher and the principal to guide the development of the TGPG)
- **Teacher Mid-Year Check-In Form** (principal completes this form)
- **Teacher Portfolio Review Form** (teacher completes this form)
- **Teacher Portfolio Scoring Form including the TPGP Scoring Rubric** (principal completes this form)

Figure 1: TPGP Cycle

Supporting Teacher Professional Growth

- Develop or Revise TPGP — Sept
- Finalize TPGP Portfolio Planning Meeting — Oct
- Implement & Monitor Progress — Nov/April
- Mid-Year Check-In Meeting — Jan
- Modify TPGP as needed — Jan/Feb
- Summative Reflection Portfolio Review Form — May
- TPGP Reflection at the Portfolio Review Meeting — May

Development of the Teacher Professional Growth Plan

Planning for professional growth that will impact instruction and student learning requires thoughtful, honest reflection about teaching practice and student learning. The better the planning, the more likely the goals will be met, instruction will be improved, and students' learning will increase. The **TPGP in *TalentEd*** is used to document the plan. The **Teacher Portfolio Review Form is used by the teacher to** provide reflection on the teacher learning and application of the new knowledge and skills as a result of implementing the TPGP.

Create Personal Learning Goals

Two personal learning goals are to be included in the plan:
- **Goal 1 - Growth Personal Learning Goal**
  Growth Personal Learning Goal is a personal learning goal for the teacher that addresses an area of needed growth or improvement informed by data, student needs, previous evaluation results and self-reflection using the InTASC Learning Progressions in the VI Teacher Effectiveness Standards. The teacher may not yet be proficient in this area, or student needs may require a new or different set of knowledge and/or skills. This goal would also address a need identified in the previous teacher evaluation.
- **Goal 2 - Collaborative Personal Learning Goal***
  Collaborative Personal Learning Goal is a personal learning goal developed by a team of teachers (e.g. grade level, subject area, cross grade level, vertical grade level, department, PLC) who collaborate to identify a learning goal that focuses on a common area for learning growth. The team works together on learning and application of their learning to improve teacher practice and student achievement. The group of colleagues identifies an area of professional learning informed by data, student needs, previous evaluation results, or self-reflection using the InTASC Learning Progressions in the VI Teacher Effectiveness Standards. The goal would be the same for all of the teachers; however, each teacher is responsible for identifying appropriate activities, completing the activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

*If a teacher's evaluation rating the previous school year is below proficient, or if the teacher is a probationary teacher, then two goals will support growth rather than including a collaborative goal.

The two learning goals are developed using a five step process:
1. Identifying needs through analysis of student performance data
2. Identifying VI Teacher Effectiveness Standard and Performance Indicators related to the need
3. Determining teaching practice using the Interstate Teacher Assessment and Support Consortium (InTASC) Learning Progressions related to the VI Teacher Effectiveness Standard
4. Identifying professional learning activities and resources to improve identified teaching practice
5. Writing a SMART personal learning goal

Step 1: Identify Need

The needs to be addressed by a personal learning goal are identified through data analysis. The purpose of teacher professional growth is to improve instruction so students are successfully mastering the Common Core State Standards and Next Generation Science Standards; therefore, personal learning goals should be related to instruction addressing student needs. Data should be examined at the beginning of each school year, as the needs of students change from year to year. Data sources could include

- Formative and summative student performance data, including VITAL, district, school, and classroom assessment data;
- Instructional data, including feedback from previous evaluations, walkthroughs, and professional learning communities;
- School and district plans; and
- Other sources of information that indicate how the teacher's students are performing related to the Common Core State Standards and Next Generation Science Standards, Individualized Education Plans (IEPs), etc.

The teacher reviews the performance of individual students, as well as group data. This analysis and discussion could be done collaboratively in grade level teams, subject level teams and/or professional learning communities (PLCs). There could be common needs across subject and/or grade levels that a team of teachers could address together.

EXAMPLE OF NEED

Current data indicate variation in student performance. A group of students is proficient on a number of the concepts learned in the previous year, yet there are eight students performing below the proficient level, particularly in key concepts. In addition, there is a small group of students who are achieving above grade level. This indicates a need for specific differentiation, which calls for the teacher to understand acquisition of concepts and strategies to differentiate the instruction to reinforce pre-skills or extend concepts in a challenging way.

Step 2: Identify Standard and Performance Indicators Related to Need

After identifying a need, the teacher reviews the VI Teacher Effectiveness Standards and identifies the Standard and Performance Indicators related to the need.

EXAMPLE OF A STANDARD THAT COULD BE USED FOR A GOAL RELATED TO DIFFERENTIATED INSTRUCTION

The need for differentiated instruction relates to VI Teacher Effectiveness Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways; and Performance Indicator 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

Step 3: Determine Teaching Practice using the InTASC Learning Progressions Related to the VI Teacher Effectiveness Standards

The InTASC Learning Progressions included in the VI Teacher Effectiveness Standards describe effective teaching with more specificity than the Standards. The Learning Progressions provide guidance about how the practice could be improved and outline possible professional learning experiences to bring about growth and improvement. They provide a continuum of practice and suggestions on how a teacher can make the shift from one level to the next. Using the continuum, the teacher identifies the Learning Progression that best describes her/his current practice and the area of growth.

EXAMPLE

After reflecting on the need and reviewing the Standard, Performance Indicators and Learning Progressions, I determined that although I use some strategies, the needs of the students require more strategies that both challenge as well as scaffold learning. This is based on
- *Learning Progression 1: The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.*
- *Continuum 2: The teacher scaffolds student learning of academic language in the content area(s); the teacher offers learners choices about the topics and formats for major projects. S/he provides options for extensions and independent projects to challenge learners and to build their critical and creative thinking skills.*

Step 4: Identify Professional Learning Activities and Resources to Improve Teaching Practice

Now that the focus for professional learning has been identified, the teacher explores resources and identifies a professional learning activity to improve practice related to student needs. Resources could include Teachscape Focus and the LumiBook, a free online resource to deepen understanding of teaching standards and improve professional practice (http://www.lumibook/intasc.php). The professional learning activity can range from attending training to utilizing e-learning to observing a peer, and more.

EXAMPLE OF PROFESSIONAL LEARNING ACTIVITES: LEARN HOW TO DIFFERENTATE INSTRUCTION (The teacher only has to select one activity for the goal.)

- *A LumiBook video that shows how a chemistry teacher uses the Internet for coaching on differentiated instruction*
- *Observing a peer who is skilled at differentiating instruction*
- *An e-learning module on providing instructional supports from The IRIS Center (http://iris.peabody.vanderbilt.edu/module/sca/)*

Step 5: Write SMART Personal Learning Goals

Why the need for specific personal learning goals? "Collegial support and professional development in schools is unlikely to have any effect on improvement of practices and performance if they are not connected to a coherent set of goals that give direction and learning to learning and collegiality" (Elmore, 2003). SMART goals are essential for self-improvement.

- **Specific:** State exactly what you want to accomplish (Who, What, Where, Why)
- **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met?
- **Achievable:** stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
- **Relevant:** How does the goal tie into your key responsibilities? How is it aligned to objectives?
- **Time-bound:** Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)

The teacher uses all information gathered in Steps 1 through 4 and writes a SMART personal learning goal to address the need. Although a teacher may find a number of resources, thought should be given to selecting those that best match the need, standard and performance indicator, and can realistically be completed.

EXAMPLE OF A SMART GOAL TO LEARN HOW TO DIFFERENTIATE INSTRUCTION

I will learn how to differentiate instruction during the first semester of school to be able to plan for and differentiate student instruction, tasks, and assessments during the second semester to better meet the needs of my struggling students and challenge my high performing students.

Identify Evidence of Progress and Success in Meeting Goals

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't reward success, you're probably rewarding failure
- **If you can't see success, you can't learn from it**
- **If you can't recognize failure, you can't correct it.**
- If you can demonstrate results, you can win public support.
                    Reinventing Government, Osborne and Gaebler, 1992

After identifying the personal learning goal and proposed professional learning activity, the teacher identifies how he/she will demonstrate progress and achieve the goal. Identifying evidence is also an important part of planning. Evidence should show that the activities are completed, changes in teacher practice occurred, and that the changed teacher practice is used to support student learning.

Identify Supports for Achievement of Personal Learning Goals

In the same way that students need support to achieve learning goals, teachers also need support to achieve their personal learning goals. Support comes in many forms and can be provided in many ways, including through technology. In addition to the principal and school colleagues, District Coordinators and VIDE Directors are available to provide assistance. **It is important to identify** *possible* **supports just in case they are needed.** A list of support contacts is available on the VIDE EES web portal at http://tle.vide.vi.

Documenting the Goal in *TalentEd*

All personal learning goals are documented in the **TPGP** in *TalentEd.* Drop down lists are provided so the teacher does not have to type in the standard and performance indicator.

EXAMPLE USING TalentEd:

Goal 2 - Collaborative Personal Learning Goal
Goal Statement**

Collaborative Personal Learning Goal: A personal learning goal for the teacher that is related to an area of professional learning informed by data, student needs, previous evaluation results, and self-reflection using the InTASC Learning Progressions in the VI Teacher Effectiveness Standards.

> *As a team, we will learn how to differentiate instruction during the first semester of school to be able to plan for and differentiate student instruction, tasks and assessments during the second semester to better meet the needs of struggling students and challenge high performing students at the 4th grade level.*

VI Teacher Effectiveness Standards:

> Standard 8. Instructional Strategies

VI Teacher Effectiveness Standards Performance Indicator: Choose one indicator from the selected Standard above. For example, if the teacher selected Standard 1, only Indicators IA, IB, **or** IC can be chosen below as an Indicator.

> 8(h) The teacher uses a variety of instructional strategies to support and expand learner's communication through speaking, listening, reading, writing, and other modes.

Rationale: Why was this goal chosen?

> *Data analysis indicated that our students are varied in mastery of skills in the previous grades. There are a significant number of 4th grade students who need learning modeled through scaffolding, including two that have current IEPs, and five who need more challenging opportunities because they are performing at the advanced level of the VITAL and have had consistently high grades throughout last school year. By increasing our knowledge and skills in differentiation, we will be able to apply differentiated instructional strategies to better meet the diverse needs of our 4th grade students.*

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change instructional practice to meet student needs?	Outcomes: How will the professional learning impact practice and support student growth?	Target Completion Date
○	○	○	○
Complete a module on differentiated instruction and providing instructional supports *http://iris.peabody.van derbilt.edu/module/sca/*	*I will use this knowledge to plan and provide different strategies during reading instruction.*	*The differentiated strategies will support my struggling students and challenge my high performing students in reading so their reading skills will increase.*	*1/5/16*

How will I know that I am making progress and achieving my goal?

End of Differentiated Instruction module assessment, lesson plan, and completed student review quiz after instruction.

What supports might I need to complete the activity and achieve my goal?

Access to a computer to complete the module.

Finalize the Teacher Portfolio

At the beginning of each school year, the teacher and the principal discuss and agree upon the elements of the Portfolio and TPGP during the **Portfolio Planning Meeting**. A key purpose for this meeting is to ensure that teachers have identified their Choice Component and have a rigorous, yet attainable TPGP to guide professional learning throughout the school year. Planning is important because artifacts for School Wide and Choice Components should be collected as they are created and used during instruction (not at the end of the school year).

Mid-Year Check-In

It is important to monitor progress in collecting artifacts and completing the TPGP to ensure completion before the end of the school year. The principal schedules a Mid-Year Check-In Meeting through *TalentEd* early during the second semester of the school year. During the meeting, the teacher and principal discuss progress on the Portfolio, including the TPGP. It is also a time to discuss any challenges encountered and work together to solve the challenges, which includes adjusting targets and goals if needed. It is extremely important that an honest conversation occurs so support can be provided to ensure artifacts are collected and uploaded accurately and TPGP activities are on track for completion. If any adjustments are needed to the TPGP, the principal uses the **Mid-Year Check-In Form** to document the changes.

Completing the Portfolio

With the exception of the TPGP, teachers may complete their portfolios using artifacts collected at any time during the school year. For example, while teachers "get to know" their students all year long, some artifacts about students baseline skills and knowledge, personal interests, etc. are best collected in the first few weeks of school. The purpose of the artifacts is to show good practice, and good practice can be demonstrated any time, including at the beginning of the year.

Since the TPGP component is intended to show growth throughout the year and includes a summative reflection, the portfolio should not be presented until near the end of the school year, according to a schedule that has been agreed upon with the principal. While some School Wide and Choice Components could be completed earlier in the year, the Teacher Professional Growth Plan is meant to show growth across the school year, so it is best to present the portfolio later in the school year, as the principal's schedule permits.

Best Practices for Teachers: Organizing Portfolio Materials

Use a PowerPoint, Prezi, OneNote or other type of presentation template to organize your materials. Materials should be organized by Domain and components from the Charlotte Danielson Framework for Teaching. For example, Domain 1: Planning and Preparation, Component 1b: Demonstrating Knowledge of Students would be included on the slide, followed by a list of the evidence to be discussed. Each of the components (the School Wide Component and one Choice Component) will be discussed separately. You do not need to show an artifact for each piece of evidence in your list, but you can discuss and describe them. You may include pictures, documents, etc. (limited to three) to better illustrate a few of the artifacts.

A template that can be used to help explain the process and organize the presentation is available on the VIDE Educator Effectiveness System website. In addition, exemplary portfolios created by Virgin Islands teachers during the 2014-15 school year are available for viewing on the website.

Reflection on Teacher Portfolio

Prior to the **Portfolio Review** with the principal which occurs before the end of the school year, the teacher reflects on the artifacts and how they represent teacher practices related to each selected component, the teacher's professional learning, changes in practice, and impact on student learning that occurred during the school year as a result of the Portfolio and TPGP. The teacher also provides a summative reflection of progress in meeting the TPGP goals as well as evidence of completing the activities. If completion of an activity occurred late in the year and a teacher has not had an opportunity to utilize the knowledge or skills in practice, the reflection could describe how the skills will be used the following school year.

The reflection is documented on the **Portfolio Review Form** which is **completed by the teacher** and submitted to the principal **BEFORE** the **Portfolio Review.** The teacher also provides a reflection of progress in meeting the TPGP goals as well as evidence of completing the activities. Evidence can be uploaded into *TalentEd* at the bottom of the **Portfolio Review Form.** If completion of an activity occurred late in the year and a teacher has not had an opportunity to

utilize the knowledge or skills in practice, the reflection could describe how the skills will be used the following school year.

EXAMPLE **(Using the Portfolio Review Form)**

1. School Wide Component: Choose an item.

Description or title of artifact(s) for School Wide Component:

How does/do the artifact(s) reflect teacher practice related to the School Wide Component?

2. Component 4E: Growing and Developing Professionally

Artifact: Teacher Professional Growth Plan (TPGP)

Goal 1

What evidence shows the professional learning activity was completed?

Seven Step Scaffolding Process; lesson plan; graphic organizer; student work

How has the learning impacted your teaching practice?

I learned a seven step scaffolding strategy to use with students from the module I completed from the IRIS Center. Just reading the materials and viewing the videos changed the way I think about planning lessons. Rather than planning for the average student, I plan for the outliers. I examine the standard and concepts, identify the pre-skills and advanced skills related to the concept and plan for learning opportunities for both.

How is the teacher practice being used to impact student learning?

I developed a lesson using the scaffolding strategy for a small group of students while other students worked in cooperative learning groups on a math challenge activity. I also learned the challenge activity from materials I read from ASCD resources I learned about in the district workshop. The graphic organizer required more modeling than I initially planned for, but after modeling and practice, the students worked in pairs using the graphic organizer. The students then referred to the completed organizer during practice sessions. By the end of the week they were all able to complete the review problem independently. I am now utilizing this in all of my planning and teaching.

Goal 2

What evidence shows the professional learning activity was completed?

How has the learning impacted your teaching practice?

```
[                                                                          ]
```

How is the teacher practice being used to impact student learning?

```
[                                                                          ]
```

3. Choice Component: Choose an item.

Description or title of artifact(s) for First Choice Component:

```
[                                                                          ]
```

How does/do the artifact(s) reflect teacher practice related to the selected Component?

```
[                                                                          ]
```

Portfolio Review

During the **Portfolio Review** meeting, the teacher meets with the principal and presents his/her portfolio. This should be an informal discussion of how the artifacts represent effective teacher practices related to each indicator.

> *Best Practices for Teachers: Presenting the Portfolio*
> - Do not provide introductory materials, such as philosophy of teaching. Instead, begin by identifying the components to be presented so that the principal or assistant principal can find them in the Charlotte Danielson *Framework for Teaching Evaluation Instrument* in preparation for asking clarifying questions and determining scores.
> - Focus on making clear the connections between the components and the evidence and artifacts. Answer any clarifying questions the principal or assistant principal may have. He/she may ask questions to help determine which rubric level is most appropriate.
> - Organize materials in advance. While the presentation and artifacts should have been uploaded onto *TalentEd*, accessing the Portfolio and artifacts may be slow due to internet connectivity on any given day. It is better to present from a computer. Bring your own laptop to the presentation meeting, or bring the presentation on a flash drive and use an available computer where the meeting is held.
> - Deciding on whether to use PowerPoint, Prezi, OneNote or some other format is an individual preference based on level of comfort with the different platforms. The goal is to be organized and clearly show how the selected artifacts provide evidence of performance for each component presented.

Scoring the Portfolio

The principal uses the **Teacher Portfolio Scoring Form** in *TalentEd* to score each component separately. The School Wide and Choice Component artifacts are scored using the *Framework*

for Teaching rubrics. This is why it is important that teachers also use the *Framework for Teaching* rubrics to identify what type of evidence is required for the high-level performance so that they can be sure to collect artifacts that will provide the appropriate evidence. Rubrics for each component can be found in the *Framework for Teaching Evaluation Instrument* by Charlotte Danielson. The principal will use the level descriptions to determine which level is demonstrated by the artifacts included as evidence in the portfolios.

The TPGP is also discussed with the principal as part of the Portfolio Review meeting. The principal scores the TPGP using the **TPGP Scoring Rubric**, which is also part of the **Teacher Portfolio Scoring Form.** The principal uses the Feedback box under each component to provide feedback to the teacher.

TEACHER PORTFOLIO SCORING FORM

Each level on the rubrics (Distinguished, Proficient, Basic, and Unsatisfactory) is assigned a point value.

     Distinguished = 4 points/ Proficient = 3 points/ Basic = 2 point/ Unsatisfactory = 1 point

1. **School Wide Component Score** Choose an item.

    Feedback

2. **Component 4E:** Teacher Professional Growth Plan (TPGP)

    Use the rubric below to score the TPGP

OVERALL TEACHER PROFESSIONAL GROWTH PLAN

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
○	○	◉	○
There is no TPGP or the TPGP is incomplete.	The TPGP is at a basic level of development based on the TPGP Rubric.	The TPGP is at a proficient level of development based on the TPGP Rubric.	The TPGP is at a distinguished level of development based on the TPGP Rubric.

EVIDENCE

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
○	○	○	○
No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.

TEACHER REFLECTION

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
○	○	○	○
Reflection is vague or does not relate to teacher's learning.	Reflection relates to the teacher's learning.	AND addresses impact on teacher's practice.	AND addresses how the teacher practice is impacting student learning.

ENGAGEMENT

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
○	○	○	○
The teacher made little or no attempt to engage in professional learning.	The teacher engaged in the professional learning activities.	AND applied professional learning to teacher practice.	AND shared professional learning to contribute to a broader professional learning community.

TOTAL TPGP   Average of each element above.   **SCORE**

FEEDBACK AND RECOMMENDATIONS FOR NEXT SCHOOL YEAR:

3. Choice Component Score Choose an item.

Feedback

Once the principal has scored the School Wide Component, the Choice Component, and Component 4e (the TPGP) and has submitted the form, the scores are automatically calculated in *TalentEd*. The components are evenly weighted at 10% each so that the Teacher Portfolio represents 30% of the teacher's overall evaluation. The Teacher Portfolio Score is then used with the Teacher Observation score (60%) and the Instructional Time score (10%) to calculate the teacher's final performance score and rating for that school year.

The VIDE Division of Human Resources and the Division of Curriculum and Instruction oversee the teacher evaluation process. Information and resources are located on the VIDE Employee Effectiveness System web portal at http://tle.vide.vi or by contacting the VIDE Division of Human Resources staff at evalquestions@doe.vi.