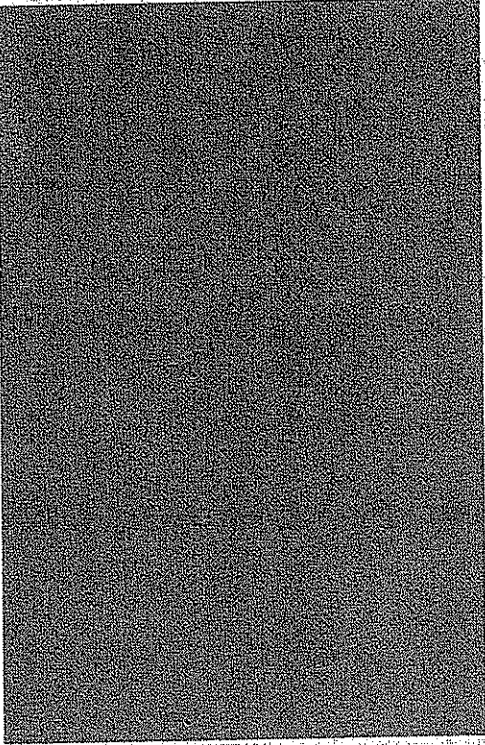




The Vermont Guidelines for Teacher & Leader Effectiveness

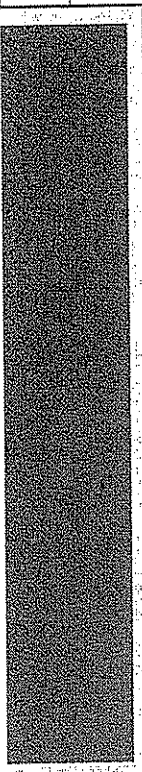
Vermont Task Force for Teacher &
Leader Effectiveness

Approved by SBE: June 18, 2012

Purpose of Task Force



Create
guidelines for
developing
teacher &
leader
evaluation
systems to
support student
growth and
learning.



Vermont Department of Education: School Quality Standards

2120.5 requires staff evaluation programs and policies for teachers and administrators be designed and implemented with the goal of improved student outcomes.

Required ARRA Results: 2009 & 2010 Teacher and Principal Evaluation Survey

2009

- 82.5% of schools do
not include student
assessment results in
teacher evaluation
- 69% of
superintendents do
not use student
assessment results in
principal evaluation

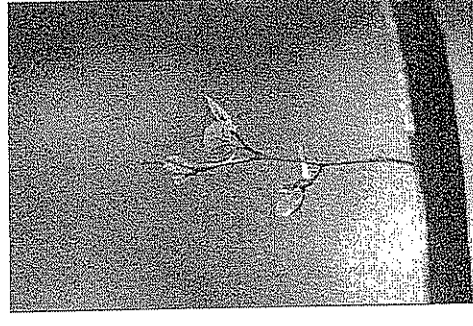
2010

- 77.8% of schools do
not include student
assessment results in
teacher evaluation
- 70% of
superintendents do
not use student
assessment results in
principal evaluation

http://education.vermont.gov/new/pdfdoc/dept/commissioner_memos/educ_mo_0910_teacher_principal_survey_results.pdf

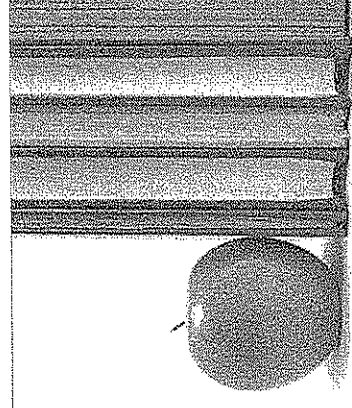
The Vermont Guidelines for Teacher & Principal Evaluation

- Provide a set of nine principles for effective evaluation
- Use a triangulated framework focused on improving student growth and learning
- Provide samples of frameworks used around the nation
- Provide evaluation standards for teachers and principals

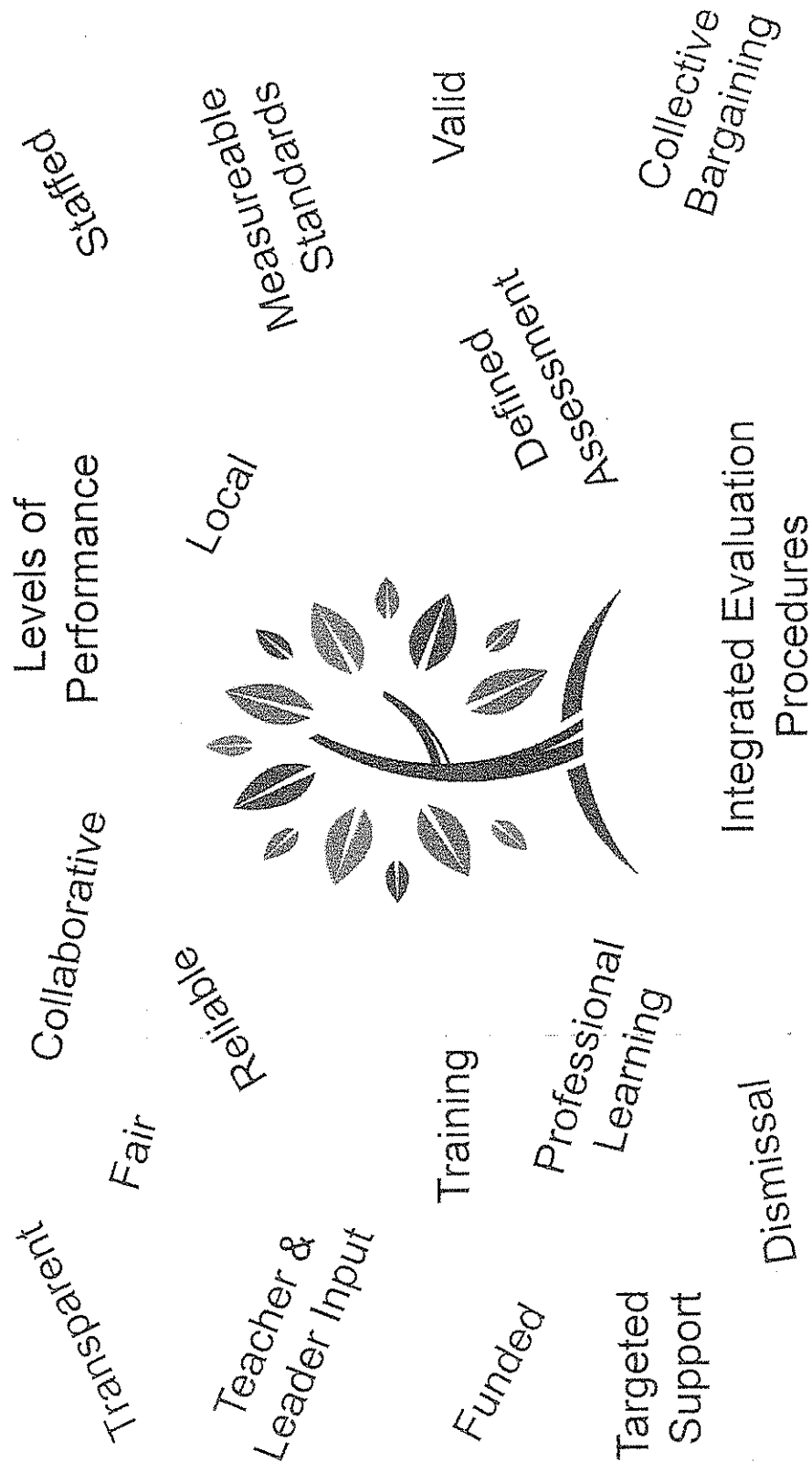


As well as....

- Sample levels of performance
- A description of the evaluation cycle
- Guidelines for implementation



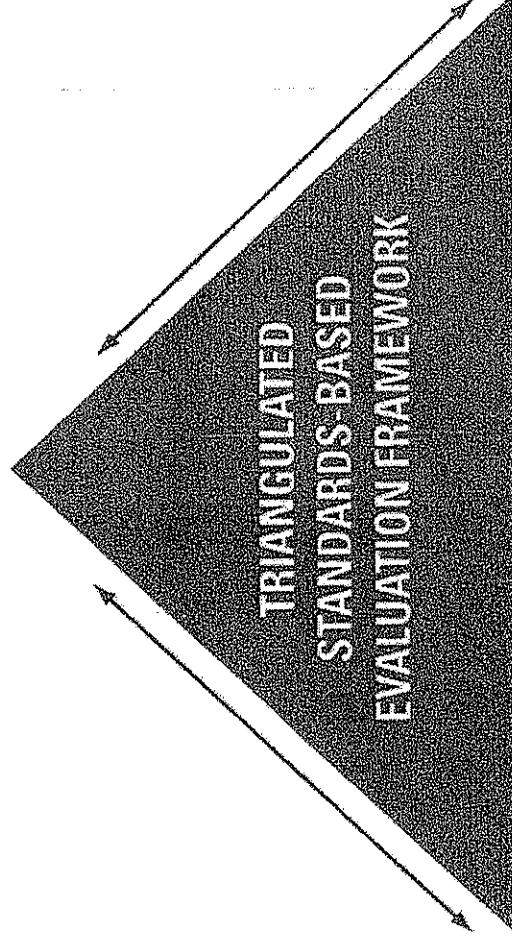
Effective Evaluation Systems



Triangulated Framework

Teacher & Leader Evaluation Framework

OBSERVATION OF PRACTICE &
EXAMINATION OF ARTIFACTS



INDICATORS OF STUDENT
LEARNING & OUTCOMES

EVIDENCE OF PROFESSIONAL
CONTRIBUTIONS

Observation of Practice & Examination of Artifacts

This is the entry point of the triangle!

Actionable feedback in three areas:

- Professional practice
- Contribution to school or district success
- Contribution to student growth and learning

Sample observation frameworks are
provided in the guidelines

Indicators of Student Learning & Outcomes

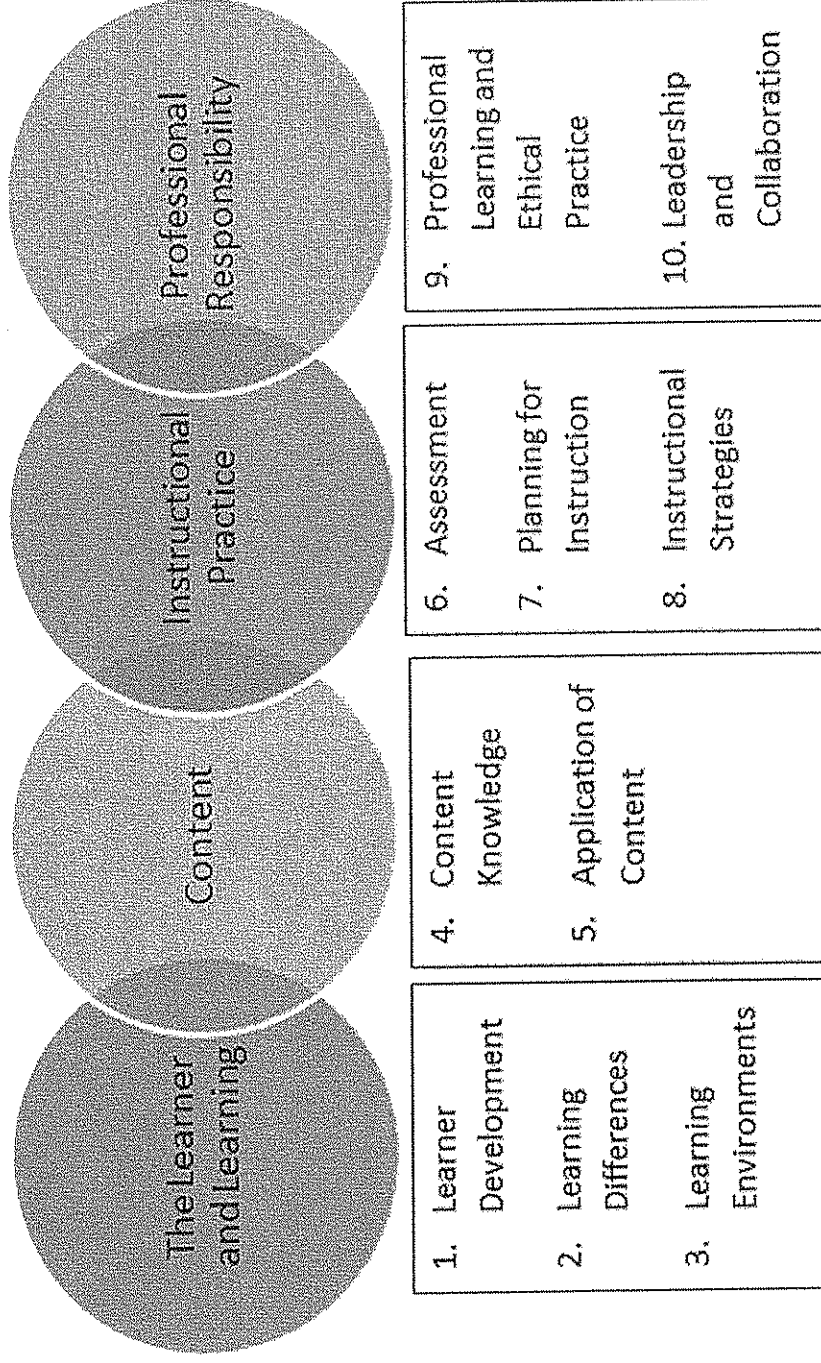
All indicators have their own inherent strengths and weaknesses and should be selected based on the following:

- Accurately measures student progress
- Demonstrates impact on student achievement
- Demonstrates impact on teacher/leader practice
- Ensures fidelity of the measure
- Is an accurate and fair indicator of what a student is supposed to know and be able to do
- Is an accurate and fair indicator of teacher and leader practice

Evidence of Contributions to School, District or Profession

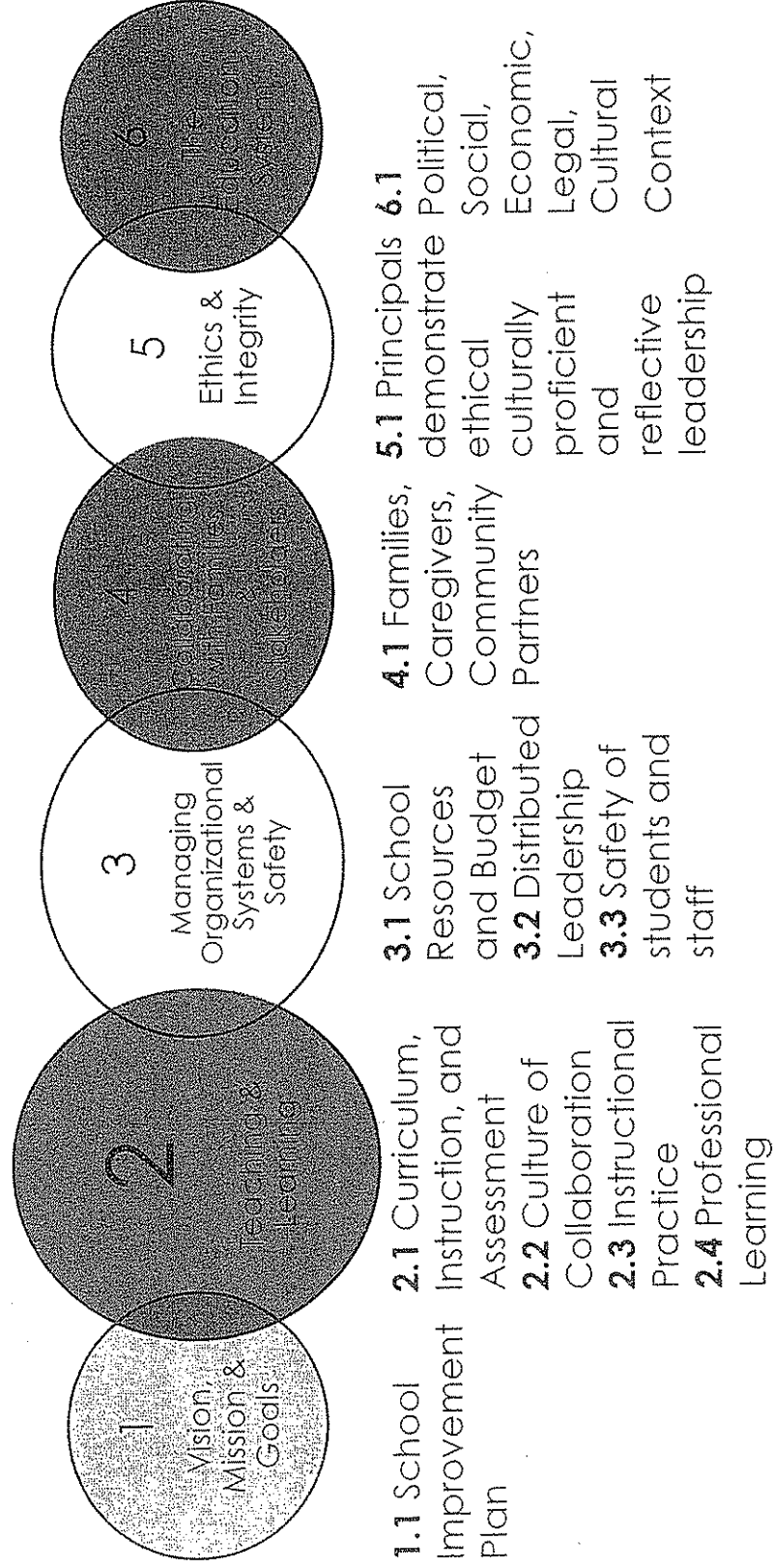
- Professional growth plans tied to school initiatives
- Individual Professional Development Plan
- Professional portfolio
- Artifacts confirming contributions to school reform activities
- Participation in school and/or district committees
- Service to professional organizations
- Survey results
- Self-assessments
- Evaluations

Vermont Teacher Evaluation Standards & Functions



Guidelines p. 7-8; aligned with InTASC Standards; Approved by VSBPE 6/11.

Vermont Principal Evaluation Standards & Functions



Guidelines p. 8-10; aligned with ISLLC standards; Approved by VSBPE 11/11

Working with Multiple Indicators

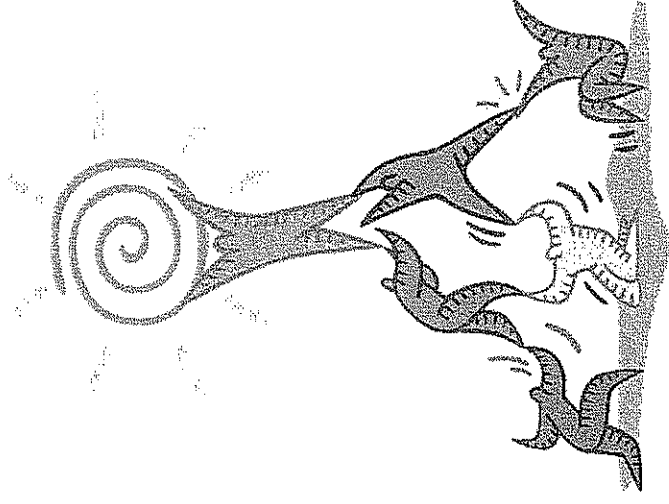
Teachers & leaders must receive clear and actionable feedback to enhance their practice

Sample Indicators:

- Student growth scores
- Professional growth plans
- Informal and formal observations
- Self-assessment
- Curriculum mapping
- Professional learning
- Communication with learners, families, colleagues, other school professionals, and community members
- Survey data

Developing and Supporting Teachers & Leaders

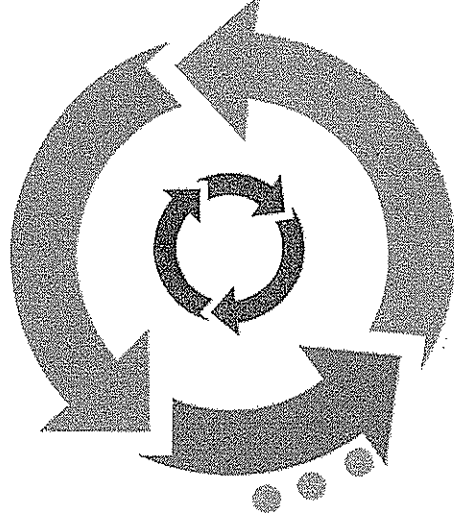
- Mentoring New Teachers
- Mentoring New Principals
- Peer Assistance



Guidelines p. 13-14

Elements of an Effective Evaluation Cycle for Teachers & Leaders

- Professional Growth Plan
- Observation
- Data Collection
- Feedback
- Formative
- Summative
- Reflection
- Improvement Plans



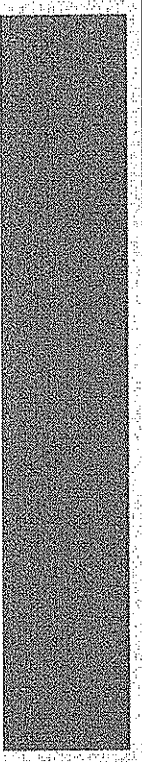
Guidelines for Implementation

Consideration of Agreements and Policies

- Vermont Statutes Title 16, Ch. 57 (Labor Relations for Teachers)

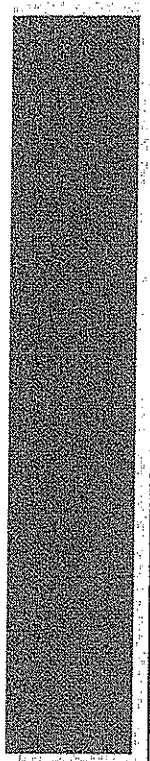
Quality Training Components

- Implementing district evaluation standards and processes
- Training of observers, teachers, and leaders
- Providing constructive feedback
- Developing professional goals
- Using formative and summative evaluation data



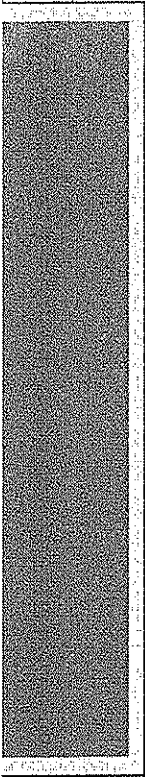
The motion as approved unanimously by the State Board of Education, June 18, 2012:

Motion: That the State Board of Education vote to approve *The Vermont Guidelines for Teacher & Leader Effectiveness*, as developed by the Vermont Task Force on Teacher and Leader Effectiveness, and require the implementation of these guidelines within an evaluation system in each LEA by **September, 2014.**



Next steps....

- Roll out to the field (July - December, 2012)
- Develop differentiated pathways for recognition, support and improvement (August 2012 – June 2013)
- Develop continuous monitoring, support and improvement of the evaluation system (August 2012 – June 2013)

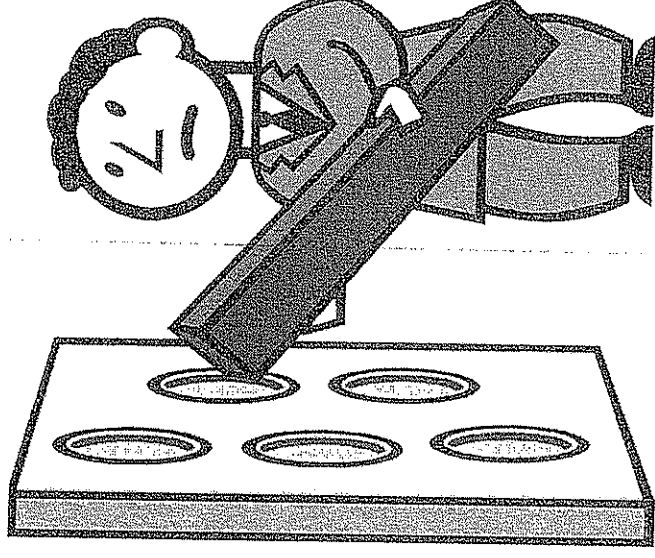


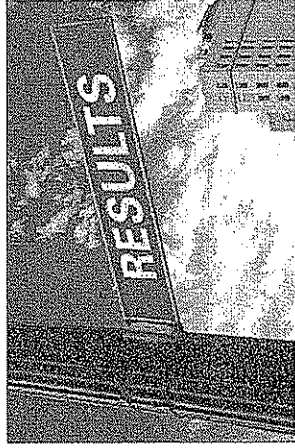
References

- Vermont *Guidelines for Teacher & Leader Effectiveness*
- Vermont Department of Education School Quality Standards
- 2009 & 2010 Vermont Department of Education Teacher & Principal Evaluation Surveys

Concerns in developing a statewide evaluation system

**'One size
fits all'
Approach!**





Results from Additional Questions (2009)

- 76% of schools have a written policy for teacher evaluation; 24% do not.
- 31% of schools have a written policy for principal evaluation; 69% do not.