

## BOARD BRIEF

Date: December 4, 2020

**BOARD INFORMATION:**   X  

**MEETING PREPARATION:**       

**FROM:** Terri H. Mozingo, Ed.D. Chief of Teaching, Learning, and Leadership  
Pierrette Peters, Principal, Francis C. Hammond Middle School and  
Chair of Teacher Evaluation Revision Process Team  
Stephen M. Wilkins, Ed.D., Chief of Staff  
Timothy Michael Carson, SPHR-CP, PHR, Director of Employee Engagement and  
Relations

**THROUGH:** Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

**TO:** The Honorable Cindy Anderson, Chair, and  
Members of the Alexandria City School Board

**TOPIC:** Manual for Teacher Growth and Assessment System, December 2020

### **ACPS 2025 STRATEGIC PLAN GOAL**

Goal 1: Systemic Alignment

Goal 2: Instructional Excellence

Goal 3: Student Accessibility and Support

### **SY 2020-2021 FOCUS AREA**

Focus Area 3: Strategic Plan Implementation

Focus Area 5: Academic Disparities

### **FY 2021 BUDGET PRIORITY**

Increased Staff Retention

Human Resources Audit Implementation

### **SUMMARY**

In January 2020, the Superintendent of Schools directed Alexandria City Public Schools (ACPS) staff to revise the evaluation process to better align ACPS expectations with the Virginia Department Of Education (VDOE) Performance Standards. The Department of Teaching, Learning, and Leadership, in collaboration with the Department of Human Resources, formed teacher and administrative work teams to review and update the Teacher Growth and Assessment System Handbook. The team completed the process in November 2020.

### **BACKGROUND**

**Aligns with VDOE requirements.** The revised handbook is a comprehensive document that strikes a balance between being a professional learning tool for teacher growth and guidelines for evaluation of teacher performance. The ACPS Teacher Growth and Assessment System is modeled after the VDOE's Guidelines for Uniform Performance Standards and Evaluation

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Criteria for Teachers. Specific revisions to the Teacher Growth and Assessment Handbook that align to VDOE guidelines include the following:

- **Self-Evaluation Form** – The self-evaluation form is a new addition to the handbook. The self-evaluation process provides teachers an opportunity to self-reflect on the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for self-improvement purposes. Strategies for self-evaluation are provided in the handbook.
- **Student Progress Goal** – The student progress goal rating was adjusted from 40% to 15% to align with the VDOE recommendation.

**Aligns with the ACPS 2025 Strategic Plan.** The handbook incorporates strategic goals of Systematic Alignment, Instructional Excellence, and Student Accessibility and Support to ensure that all students have access to and are engaged with high-quality instruction. In addition to guiding the evaluation process, the handbook further supports the strategic plan by also serving as a professional learning tool. The review team took additional time to define and provide examples of what is called a "look for" or an indicator of an exemplary teaching standard that is observed, heard, or read in documents of the classroom instruction. As a professional learning tool, "look for's" provide instructional descriptors of conditions that enable teachers to improve student learning and achievement when present in the classroom. Specific additions to the handbook that serve as professional learning and evaluative tools are described below:

- **Instructional Look For's** – Instructional look for's are clear statements that describes observable teaching (teacher move) or learning behavior (student move), strategy, outcome, product, or procedure. Observers search for look for's when they visit a classroom or examine student work to define standards for all classrooms, identify achievable and identifiable improvements, and unify a school around a common focus and set of practices. Teachers can reflect on look for's to compare their teaching practices to performance standards and indicators, define what they learn through professional learning, and develop descriptors for classroom practice. Evaluators and teachers can use it as a collaborative means of planning for instruction, providing feedback, improving performance, and ensuring that all critical steps of a strategy, lesson, or instructional components are considered. In the ACPS Teacher Growth and Assessment System look for's have been developed for:
  - *VDOE Performance Standards and Indicators*
  - *Specialized Instruction*
  - *English Learners*
- **ACPS Teacher Support Framework and Resource Chart** – The ACPS Teacher Support Framework and Resource Chart outlines various supports available to all instructional staff in the pursuit of continuous improvement and in meeting the performance standards of our Teacher Growth and Assessment System. The ACPS Teacher Support

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Framework and Resource Chart complement and reinforce a key objective of the evaluation process: to develop, coach, support, and inspire teachers to positively impact students' academic opportunities, achievement, and behavioral growth.

- **Comprehensive Walkthrough Form** – The comprehensive walkthrough form is a revised document that provides the criteria for instructional practices that should be evident across all ACPS classrooms.
- **Summative Rating Look For's** – Summative rating look for's describe observable teaching (teacher move) or learning behavior (student move), strategy, outcome, product, or procedure by delineating examples of instructional evidence based upon a rating scale. The summative performance rating scale is assessed as exemplary, proficient, developing/needs improvement, and unacceptable.

**Aligns with Teacher Input.** More than 60 staff collaborated on this review. Three cross-functional work teams were formed to develop the revised growth and evaluation process and document. The cross-functional work teams included technical staff (14), teachers (39), and administrative staff (3). Senior staff and HR staff also provided support. The revised handbook reflects multiple stakeholder groups' input to include the Education Association of Alexandria (EAA), teachers, principals, assistant principals, executive directors, and curriculum specialists. These individuals also developed a professional learning program to ensure understanding and effective implementation.

### IMPACT

The development of this revised evaluation document serves as a tool to build teachers' capacity and support their continued growth as educators.

### RECOMMENDATION

The Superintendent recommends that the School Board review the document attached within this brief.

### ATTACHMENT

1. Manual for Teacher Growth and Assessment System, December 2020

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