

**BOARD BRIEF**

Date: June 14, 2024

**BOARD INFORMATION:**   X  

**MEETING PREPARATION:**       

**FROM:** Pierrette Finney, Ed.D., Chief Academic Officer  
Jeanette Vinson, Principal, George Washington Middle School  
Fredericka Smith, Campus Administrator, Alexandria City HS- Satellite Campus

**THROUGH:** Melanie Kay-Wyatt, Ed.D., Superintendent of Schools

**TO:** The Honorable Michelle Rief, Chair, and  
Members of the Alexandria City School Board

**TOPIC:** Alexandria City Public Schools Teacher, Principal, and Support Staff Evaluation Systems

**ACPS 2025 STRATEGIC PLAN GOAL:**

Goal 1: Systemic Alignment

Goal 2: Instructional Excellence

**SY 2023-2024 PRIORITY AREA:**

Academic Achievement

Tier 1 Instruction: Alignment, Rigor, Engagement

Student Supports

CASEL Social Emotional Learning Competencies

Student Connection and Attendance

Staff Supports

Continue Culture Building

Recruitment and Retention

**FY 2024 BUDGET PRIORITY:**

Target Planned Compensation Enhancement and Staff Retention Efforts

Increase Support for Social and Emotional Learning

**SUMMARY:**

During the 2023-2024 school year, the Alexandria City Public Schools (ACPS) evaluation handbooks have been revised for teachers, administrators, and support staff. The teacher, administrator, and support staff evaluation systems were revised to enhance accountability in alignment with Virginia Department of Education (VDOE) updates, National Education Association (NEA) Education Support Professionals Growth Continuum, improve student outcomes and foster professional growth. These revisions aim to more accurately reflect the contributions and performance of school personnel, ensuring evaluations are equitable. By

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incorporating best practices and aligning with current educational research, the new systems support effective teaching and leadership practices that positively impact student achievement. The changes also address compliance with state requirements. Overall, the updated evaluation systems aim to create a supportive and effective framework for assessing and enhancing the performance of educational staff, leading to better outcomes for students.

### DETAILS:

The revised handbooks incorporate the ACPS 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 that provides guidance on the educational behaviors and expectations that teachers, administrators, and support staff should adhere to.

The teacher and administrator evaluation systems have been revised to align with the June 12, 2021, VDOE updates for teachers and the March 17, 2022, VDOE updates for administrators. Specifically, the teacher and administrator evaluation handbook will mirror the VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria. The support staff evaluation system aligns with the National Education Association (NEA) Education Support Professionals Growth Continuum and VDOE requirements. Specific revisions to each evaluation system include the following:

- **Teacher/Administrator/Support Staff - Evaluation Ratings** - Evaluation ratings have been revised to align with VDOE Standards. The evaluation ratings in the revised evaluation system are highly effective, effective, approaching effective, and ineffective
- **Teacher/Administrator/Support Staff - Cultural Competence Standard** - The incorporation of the cultural competence standard provides expectations for how teachers and administrators should demonstrate their commitment to equity and provide instruction and classroom strategies that result in culturally inclusive and responsive learning environments and student engagement practices and academic achievement for all students.
- **Support Staff - NEA Education Support Professionals Growth Continuum** - Rather than a one-size-fits-all support staff evaluation system, the handbook has now been revised to align with the specific job type. The revised handbooks now include the following:
  - Support Staff Evaluation System - Instructional Assistant
  - Support Staff Evaluation System - Administrative Assistant/Support Staff
  - Support Staff Evaluation System - Pupil Transportation and Fleet Management
  - Support Staff Evaluation System - Custodial Services
  - Support Staff Evaluation System - Security Services

### BACKGROUND:

The teacher, principal, and support staff evaluation systems have been updated to align with VDOE standards. The Administrator Evaluation Handbook was last updated on June 20, 2013. The Support Staff Evaluation was last updated on January 25, 2017, and the Teacher Evaluation

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System was last updated in December 2020. During each revision process updates were conducted to better align with ACPS expectations along VDOE Standards that were relevant at the time.

### **RECOMMENDATION:**

The Superintendent recommends that the School Board review the information in this board brief along with the attachments.

### **IMPACT:**

The development of the revised evaluation documents serves as a tool to build teacher, administrator, and support staff capacity and support their continued growth as educators.

### **REFERENCES:**

N/A

### **ATTACHMENTS:**

1. Principal Evaluation System - March 17, 2022
2. Teacher Evaluation System - June 12, 2021
3. National Education Association Education Support Professionals Growth Continuum

### **CONTACT:**

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