



Where enlightening strikes

Performance

Assessment

System for

Teachers

Modified form of ADEPT

*Patricia Fox
Greenville County Schools
Director of Evaluation and Development
pfox@greenville.k12.sc.us*

PAS-T ~ Performance Assessment System for Teachers

All Teachers are evaluated using the Performance Assessment System for Teachers.

PAS-T Performance Standards:

The following Performance Standards are correlated to the ADEPT (State) Performance Standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

2. Instructional Planning

The teacher plans for the use of appropriate curricula, instructional strategies, and resources to address the needs of all students.

3. Instructional Delivery

The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.

4. Assessment

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

5. Learning Environment

The teacher provides a safe, student-centered environment that is academically challenging and respectful.

6. Communication

The teacher communicates effectively with students, school personnel, families, and the community.

7. Professionalism

The teacher maintains a professional demeanor, participates in professional growth opportunities, and contributes to the profession.

8. Student Achievement

The work of the teacher results in acceptable, measurable progress based on established standards.

Documenting Performance:

Listed below are the sources that are used to collect data on the teacher during the evaluation process.

Student Learning Objectives	Teachers set goals for increasing student growth based on appropriate performance measures. The goals and the goal fulfillment are an important data source for evaluation.
Formal Observations with Reflections	Formal observations focus directly on the 8 teacher performance standards. Classroom observations also include review of teacher products and/or artifacts. Teachers receive timely feedback based on the observational data collected. Teachers are also asked to reflect on the lesson observed.
Informal Observations	Informal observations are intended to provide more frequent information on a wide variety of contributions made by the teacher.
Student Survey & Summary Report	Student surveys provide information to the teacher about the student's perceptions of how the professional is performing. The actual survey responses are <i>only</i> seen by the teacher who prepares a survey summary for inclusion in the portfolio.
Portfolio	The portfolio includes artifacts that provide documentation for the 8 performance standards. There are some required documents as well as suggested documents.

Performance Appraisal Rubric:

Each standard is rated at the end of the year using this four point rating scale:

Rating	Definition
Exemplary	High quality performance: <ul style="list-style-type: none"> •exceeds the requirements contained in the job description as expressed in the evaluation criteria •continually seeks opportunities to learn and apply new skills. •consistently exhibits behaviors that have a strong positive impact on students and the school climate and serves as a role model to others.
Proficient	High quality performance: <ul style="list-style-type: none"> •meets the requirements contained in the job description as expressed in the evaluation criteria. •demonstrates willingness to learn and apply new skills. •exhibits behaviors that have a positive impact on students and school climate.
Needs Improvement	Inconsistent performance: <ul style="list-style-type: none"> •results in less than quality work performance and student behavior. •leads to areas for professional improvement being jointly identified and planned between the teacher and supervisor. •will result in an <i>unsatisfactory</i> rating if it continues.
Unsatisfactory	Poor quality performance: <ul style="list-style-type: none"> •does not meet the requirements contained in the job description as expressed in the evaluation criteria. •may result in the employee may not being recommended for continued employment, if a plan of improvement is not met.