| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
| --- | --- |

# Agenda Item: G

## Date: January 28, 2021

### Title: First Review of Proposed Revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*

#### Presenters: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

####  Dr. James Stronge

#### Stronge & Associates Educational Consulting, LLC

**Email: Patty S.** **Pitts@doe.virginia.gov** **Phone: 804-371-2522**

## Purpose of Presentation:

Action required by state or federal law or regulation.

Executive Summary:
The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards’ procedures for evaluating instructional personnel address student academic progress.

 Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:

…B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

Section 22.1-295 (Employment of teachers) states, in part, the following:

 …C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

The current *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, originally were approved on April 28, 2011, and subsequently revised on July 23, 2015, and January 10, 2020. A workgroup was convened to comprehensively review the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.* The Department of Education engaged Stronge & Associates Educational Consulting, LLC, to facilitate this work.

Attached is the proposed document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. In addition, attached is a strikethrough and underlined version of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* that outlines the proposed revisions to the document. Below is a list of the major revisions in the *Guidelines*:

* Updated research
* Added two new sections to the document
	+ Growth and Improvement
	+ What Can School Divisions Modify?
* Revised *Connecting Teacher Performance to Student Academic Progress* section
* Made changes to existing performance standards, indicators, and rubrics to address new research and lessons from the field
* Created a new performance standard, *Culturally Responsive Teaching and Equitable Practices;* the *Guidelines* include the following:
	+ Description of standard
	+ Set of performance indicators
	+ Performance rubric
	+ Suggested artifacts
	+ Sample student survey questions
* Added language to emphasize the importance of using data sources in conjunction with classroom observation (documentation logs, student surveys, self-evaluations)
* Revised four-rating levels for summative evaluation
* Current Levels:
* *Exemplary*
* *Proficient*
* *Developing/Needs Improvement*
* *Unacceptable*
* Proposed Levels:
	+ *Highly Effective*
	+ *Effective*
	+ *Approaching Effective*
	+ *Ineffective*
* Modified sample forms
* Clarified single summative rating example and scoring ranges

This initiative supports the Board of Education’s Comprehensive Plan to recruit and retain a well-prepared diverse educator workforce.

## Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

## March 18, 2020

## Superintendent’s Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive for first review proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.*

## Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:
The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards’ procedures for evaluating instructional personnel address student academic progress.

 Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:

…B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

Section 22.1-295 (Employment of teachers) states, in part, the following:

 …C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, originally approved on April 28, 2011, and subsequently revised on July 23, 2015, and January 10, 2020, provide school divisions with a model evaluation system, including sample forms and templates that may be implemented “as is” or used to refine existing local teacher evaluation systems.

As prescribed by the *Code of Virginia*, each teacher must receive a summative evaluation rating. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. As approved by the Board of Education, how student academic progress is met is the responsibility of local school boards provided that *Performance Standard 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of multiple lowest weighted standards.

A workgroup was convened to comprehensively review the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.* The workgroup was composed of representatives from professional organizations and included teachers, a counselor, a school library media specialist, principals, superintendent, assistant superintendents, central office instructional representatives. The workgroup membership is listed in the *Guidelines*. The Department of Education engagedStronge & Associates Educational Consulting, LLC, to facilitate this work.

Attached is the proposed document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. In addition, attached is a strikethrough and underlined version of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* that outlines the proposed revisions to the document. Below is a list of the major revisions in the *Guidelines*:

* Updated research
* Added two new sections to the document
* Growth and Improvement
* What Can School Divisions Modify?
* Revised *Connecting Teacher Performance to Student Academic Progress* section
* Made changes to existing performance standards, indicators, and rubrics to address new research and lessons from the field
* Created a new performance standard, *Culturally Responsive Teaching and Equitable Practices;* the *Guidelines* include the following:
	+ Description of standard
	+ Set of performance indicators
	+ Performance rubric
	+ Suggested artifacts
	+ Sample student survey questions
* Added language to emphasize the importance of using data sources in conjunction with classroom observation (documentation logs, student surveys, self-evaluations)
* Revised four-rating levels for summative evaluation
* Current Levels:
* *Exemplary*
* *Proficient*
* *Developing/Needs Improvement*
* *Unacceptable*
* Proposed Levels:
	+ *Highly Effective*
	+ *Effective*
	+ *Approaching Effective*
	+ *Ineffective*
* Modified sample forms
* Clarified single summative rating example and scoring ranges

Timetable for Further Review/Action:
The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* will be submitted to the Board of Education for final review on March 18, 2021.

## Impact on Fiscal and Human Resources:

The Virginia Department of Education’s existing resources supported the revision process.