| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: H

# Date: March 18, 2021

### Title: Final 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

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## Purpose of Presentation:

Action required by state or federal law or regulation.

Executive Summary:
The Virginia 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’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 Virginia 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.* Revisions to the document presented to the Board on January 28, 2021 are highlighted in yellow, and revisions since first review are highlighted in blue. Since the January presentation to the Board, the Department of Education, including the Office of Equity and Community Engagement,maderevisions in the text of indicators for **Standard 6-Culturally Responsive Teaching and Equitable Practices**,including languageto articulate that this standard is inclusive of gender, race, ethnicity, English-language Learners, and students with disabilities.

A “Foreword” has been added to the document to emphasize the following:

* Phase 2 is intended as a bridge between the current and future teacher performance evaluation systems. The major revision to the *Guidelines* in Phase 2 is the creation of a new performance standard, *Culturally Responsive* *Teaching and Equitable Practices.* The establishment of this performance standard addresses [House Bill 1904](https://lis.virginia.gov/cgi-bin/legp604.exe?212+sum+HB1904) (identical to Senate Bill 1196) passed by the 2021 General Assembly requiring that “Evaluations shall include an evaluation of cultural competency.”
* Although only observation and measures of student progress are mandated by the *Code of Virginia*, the use of the following data sources is highly encouraged:
	+ Teacher artifacts (Documentation Logs)
	+ Student surveys
	+ Self-evaluations
	+ Student Achievement Goal Setting

By using multiple data sources in teacher evaluation, the evaluator is better able to provide a comprehensive and authentic “performance portrait” of the teacher’s work.

* Professional growth and development are integral to any effective teacher evaluation system. While teacher evaluation should provide a fair and accurate summative measure of teacher effectiveness, first and foremost, it should be a tool to improve teaching. Teacher evaluation should serve as a channel to provide targeted feedback, professional development, coaching, and mentorship to our teachers. [This approach for teacher growth and support is emphasized throughout the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.*]

This initiative supports the Board’s *Comprehensive Plan: 2018-2023* to encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders.

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and allow the Department of Education to make technical edits to the document.

**Rationale:**

The Board of Education is meeting the *Code of Virginia* requirement 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.*

## Previous Review or Action:

Previous review and action. Specify date and action taken below:

**Date:** January 28, 2021

**Action:** First Review

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.

The Virginia Department of Education and the Board of Education are involved in a three-phase plan to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.*

* Phase 1 was completed and approved by the Board of Education in Fall 2019, and the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* became effective in January 2020. These revisions solely addressed the weighting of the performance standards for the evaluation of teachers.
* Phase 2 is intended as a bridge between the current and future teacher performance evaluation systems. The major revision to the *Guidelines* in Phase 2 is the creation of a new performance standard, *Culturally Responsive* *Teaching and Equitable Practices.* The establishment of this performance standard addresses [House Bill 1904](https://lis.virginia.gov/cgi-bin/legp604.exe?212+sum+HB1904) (identical to Senate Bill 1196) passed by the 2021 General Assembly requiring that “Evaluations shall include an evaluation of cultural competency.”Additionally, minor edits and technical revisions recommended by the workgroup were incorporated in the *Guidelines*.
* Phase 3, beginning in April 2021, will involve a comprehensive revision of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, including the development of a model evaluation system.

In Phase 2, a workgroup was convened to 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, and 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.* Revisions to the document presented to the Board on January 28, 2021 are highlighted in yellow, and revisions since first review are highlighted in blue. Since the January presentation to the Board, the Department of Education, including the Office of Equity and Community Engagement,maderevisions in the text of indicators for **Standard 6-Culturally Responsive Teaching and Equitable Practices**,including languageto articulate that this standard is inclusive of gender, race, ethnicity, English-language Learners, and students with disabilities.

A “Foreword” has been added to the document to emphasize the following:

* Phase 2 of this three-phase revision process is intended as a bridge between the current and future teacher performance evaluation systems.
* Although only observation and measures of student progress are mandated by the *Code of Virginia*, the use of the following data sources is highly encouraged:
	+ Teacher artifacts (Documentation Logs)
	+ Student surveys
	+ Self-evaluations
	+ Student Achievement Goal Setting

By using multiple data sources in teacher evaluation, the evaluator is better able to provide a comprehensive and authentic “performance portrait” of the teacher’s work.

* Professional growth and development are integral to any effective teacher evaluation system. While teacher evaluation should provide a fair and accurate summative measure of teacher effectiveness, first and foremost, it should be a tool to improve teaching. Teacher evaluation should serve as a channel to provide targeted feedback, professional development, coaching, and mentorship to our teachers. [This approach for teacher growth and support is emphasized throughout the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.*]

Timetable for Further Review/Action:
Upon Board approval, the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* will be posted in Town Hall pursuant to the Administrative Process Act. Additionally, a *Teacher Performance Evaluation System (TPES) Handbook*, subject matter content-specific performance indicators and artifact list, and training materials will be created. The plan includes regional training in the summer 2021.

## Impact on Fiscal and Human Resources:

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