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***GUIDELINES FOR UNIFORM PERFORMANCE STANDARDS AND EVALUATION***

***CRITERIA FOR TEACHERS***

PRESENTATION TO THE BOARD OF EDUCATION

MARCH 18, 2021

VIRGINIA BOARD OF EDUCATION

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**References**

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**Foreword**

**Three-Phase Revision Plan**

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.

**Multiple Data Sources**

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. There is no perfect single data source that will capture these complexities. Observations, alone, are only a snapshot of the teacher’s actions during that specific period of time and do not provide adequate evidence for each performance standard. Although only observation is mandated by the *Code of Virginia*, the use of the following data sources is highly encouraged:

* **Teacher artifacts** (Documentation Logs) provide teachers input into their evaluation and provide evidence for those performance standards that are not easily observed. The process of reflecting on artifacts encourages teachers to use them as points for growth and improvement.
* **Student surveys** provide a valuable source of feedback on student perceptions of teacher performance. There is a strong positive correlation between student feedback about teacher performance and actual student achievement in reading and math. In fact, studies have found that students’ ratings are the best predictor of student achievement, better than the ratings from principals and teachers, themselves.[[1]](#endnote-1)
* **Self-evaluations** reveal the teachers’ perceptions of their job performance and help teachers to reflect on areas of strength and areas for improvement. When teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.[[2]](#endnote-2)
* **Student Achievement Goal Setting** involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals set squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement.

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 Development through Feedback and Coaching[[3]](#footnote-1)**

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. Quality evaluation should generate objective-oriented, evidence-based, specific, constructive, and actionable feedback to teachers with regard to their performance.[[4]](#endnote-3) Additionally, quality teacher evaluation should result in an action plan for growth – not for a few, but rather for all teachers – that identifies areas in which professional development is needed. Thus, teacher evaluation should serve as a channel to provide targeted feedback, professional development, coaching, and mentorship to our teachers.

Principals spend approximately 13% of their work time on instructional leadership activities (i.e., walk-throughs, evaluating teachers, professional development, developing the education program, and other instructional activities). Of all these instructional leadership activities, coaching has the strongest relationship with student achievement, yet only 4% of this instructional-related time (which equates to 0.52% of principals’ total work time) is devoted to coaching teachers to improve their instruction.[[5]](#endnote-4) Simply put, student achievement growth increases when principals spend more time coaching teachers. Thus, it is not enough for principals to simply observe teachers; it is what is done afterwards (that is, coaching) that really matters. We only see changes in instructional practices emerge when there is a focus on feedback and follow-up.

Quality feedback begins by recognizing and acknowledging what teachers are doing well, helping them to understand their weaknesses – or areas for growth, identifying the next goal in their professional learning trajectory, and supporting them so that they can grow in teaching effectiveness. Feedback influences teachers in other positive ways, such as increasing commitment and efficacy, improving positive perceptions of instructional leadership and climate, and reducing feelings of isolation.[[6]](#endnote-5)

## Part 1: Introduction

## Why ~~Good~~ Quality Evaluation is Important ~~Necessary~~[[7]](#endnote-6)

Teacher evaluation matters because teaching matters. Despite the complexities surrounding issues related to measuring teacher effectiveness, effective teachers do make an extraordinary and lasting impact on the lives of students. Research finds that students assigned to highly effective teachers are more likely to attend college, live in better neighborhoods, and save more for retirement. If schools ranked all teachers by level of effectiveness and replaced the lowest five percent of teachers with average-effectiveness teachers, the lifetime income of the students affected by this change would increase by approximately $250,000.[[8]](#endnote-7) Thus, if teacher quality is the pillar of success in education, then it logically follows that a robust teacher evaluation system should be in place since the purpose of evaluation is to recognize and develop good teaching.

Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide teachers with the support, recognition, and guidance they need to sustain and improve their efforts.[[9]](#endnote-8)

~~In fact, “the core of education~~ *~~is~~* ~~teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day.”[[10]](#endnote-9) Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. The quality of an education system cannot exceed the quality of its teachers.[[11]](#endnote-10) The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the teachers with the support, recognition, and guidance they need to sustain and improve their efforts.[[12]](#endnote-11)~~

Because teachers are so fundamentally important to school improvement and student success, improving the evaluation of teacher performance is particularly relevant as a means to recognize excellence in teaching and to advance teacher effectiveness. A meaningful evaluation focuses on instructional quality and professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent teaching. The usage of the terminology is consistent with the professional literature, but that “effective” is not intended to connote a particular technical definition. The benefits of a teacher evaluation system are numerous and well documented. Quality teacher evaluation can be valuable in several ways, including:[[13]](#endnote-12)

* assessing and documenting teacher effectiveness with accuracy;
* identifying areas of strengths and areas in need of improvement;
* providing meaningful, specific, and actionable feedback about teacher practice;
* expanding opportunities for conversations among teachers, colleagues, and administrators about effective practices;
* making professional development more individualized and contextualized;
* improving instruction schoolwide; and
* supporting teachers as they provide culturally relevant and sustaining practice for all students.~~[[14]](#endnote-13)~~

Research provides evidence that quality performance-based and multiple-measure teacher evaluation systems can lead to improved instructional pedagogy and student learning. For instance, one study found that participating in a comprehensive teacher evaluation process can improve teacher performance by 0.11 standard deviations, which is equivalent to an improvement of 4.5 percentile points, compared with not participating in evaluation.[[15]](#endnote-14) Another study found that reformed teacher evaluation systems that are characterized by multiple measures, including standards-based classroom observations, measures of student growth, and conferences with teachers, can increase student achievement by 5.4 percent of a standard deviation in math and 9.9 percent of a standard deviation in reading.[[16]](#endnote-15) Also, a rigorous teacher evaluation process can differentiate teacher performance, identify low-performing teachers, and increase the voluntary turnover of those low-performing teachers. Further, evaluation results can inform administrators in making retention efforts more strategic – retaining high-performing teachers while counseling out low-performing ones.[[17]](#endnote-16) When teachers who receive an *Ineffective* rating on an evaluation are counseled out or voluntarily leave, and are replaced by new hires, the achievement gain differences between entering and exiting teachers can be quite significant. According to a study from the District of Columbia Public Schools, when low-performing teachers were induced to leave for poor performance, student academic achievement improved by 6 percentile points (0.14 SD) in reading and 8 percentile points (0.21 SD) in math.[[18]](#endnote-17) To summarize, teacher evaluation, designed properly and implemented with fidelity, is an important lever for teacher and school improvement.

Although the studies cited in this section focus on how to address poorly performing teachers, they confirm that quality teacher evaluation systems focus on teacher professional growth and improvement and are designed for 100 percent of the teaching faculty. The essential goal of a quality teacher evaluation system is to help teachers improve professionally and sustain effective teaching practices. When teachers succeed, students succeed.

~~Johnston (1999) noted that the process of teacher evaluation can be valuable in several ways, including:~~

* ~~assessing the effectiveness of classroom teachers;~~
* ~~identifying areas in need of improvement;~~
* ~~making professional development more individualized; and~~
* ~~improving instruction schoolwide.[[19]](#endnote-18)~~

~~Sanders (2000) observed that once teachers are given feedback pertaining to classroom-level instructional outcomes, they start to modify their instruction to address their weak areas. It is important, however, that when administrators make decisions and provide feedback to teachers on their performance, that the information is a valid measure of their~~ *~~actual~~* ~~job performance, which means it should include a teachers’ responsibilities both in-class and out-of-class.[[20]](#endnote-19)~~

## ~~Problems with Current Evaluation Systems~~

~~Unfortunately, even though a teacher’s effectiveness[[21]](#endnote-20) is recognized as the most important factor in improving student achievement, schools rarely measure, document, or use effectiveness ratings to inform decision making.[[22]](#endnote-21) The result is that it is difficult to distinguish between poor, average, good, and excellent teachers. Sometimes termed the “Widget Effect,” [[23]](#endnote-22) schools tend to assume that teachers’ effectiveness in the classroom is the same from teacher to teacher and, thus, treat them as interchangeable parts. Weisberg, Sexton, Mulhern, and Keeling (2009)[[24]](#endnote-23) indicated that~~ *~~all teachers are rated as great or at least good~~*~~.~~ ~~In fact, in their study, 99 percent of teachers were rated as~~ *~~satisfactory~~* ~~when their schools used a~~ *~~satisfactory/unsatisfactory~~* ~~rating system; in schools that used an evaluation scale with a broader range of options, an overwhelming 94 percent of all teachers received one of the top two ratings. Further, they noted that evaluation systems reinforce this indifference to the variations in teacher performance in several ways:~~

*~~Excellence is not recognized~~*~~. A rating scale that does not distinguish the truly outstanding performers from the average ones creates a situation where the exceptional teachers are not identified and cannot be recognized formally.~~

*~~Professional development is inadequate~~*~~. School divisions cannot identify the needs of teachers and provide professional development if their shortcomings are never identified.~~

*~~Novice teachers do not receive special attention~~*~~. When evaluation systems do not identify the specific developmental needs of new teachers (who are widely recognized as needing support to build and implement the most effective practices), they do not receive the assistance they need to correct their deficiencies.~~

*~~Poor performance does not get addressed~~*~~. Schools that provide teachers with inflated, unrealistic ratings rarely dismiss teachers for poor performance, even though they are recognized by other teachers and administrators as being ineffective.~~

~~Other flaws in the teacher evaluation process include:[[25]](#endnote-24)~~

* ~~problems with the evaluation instruments themselves (e.g., subjectivity, low validity);~~
* ~~issues related to time and resources;[[26]](#endnote-25)~~
* ~~a tendency to focus on paperwork routines rather than improving instruction;~~
* ~~an absence of standard protocols and practices in teacher practices;~~
* ~~an absence of meaningful and timely feedback to teachers;~~
* ~~inadequate administrator training;~~
* ~~a lack of time to perform adequate evaluations;[[27]](#endnote-26)~~
* ~~a lack of impact; and~~
* ~~a lack of constructive criticism on the evaluation that can be used to improve professional practice and often are based on sparse evidence.~~

~~Historically, the result is that little has been done to develop, support, and retain effective teachers and most teachers, even the ineffective ones, become tenured or gain continuing contract status. In short,~~

~~Evaluation systems fail to differentiate performance among teachers.… Excellent teachers cannot be recognized or rewarded, chronically low-performing teachers languish, and the wide majority of teachers performing at moderate levels do not get the differentiated support and development they need to improve as professionals.[[28]](#endnote-27)~~

## Importance of Recognizing Teacher Effectiveness

~~Characterizing teacher effectiveness is important because of the direct impact teachers have on student performance. In fact, teacher effectiveness is the most significant school-related variable impacting student learning outcomes.[[29]](#endnote-28) Stronge, et al., (in press) conducted a study on teacher effectiveness and discovered that a 30+ percentile point difference in student achievement in mathematics and English could be attributed to the quality of teaching that occurred in the classroom over an academic year.[[30]](#endnote-29)~~

Teacher effectiveness is important because of the direct impact teachers have on student performance. In fact, teacher effectiveness is the most significant school-related variable impacting student learning outcomes.[[31]](#endnote-30) Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them. Considering the extent of the teacher’s influence, it is important to recognize teacher effectiveness and understand what exactly a teacher can do to promote positive results in the lives of students – with regard to school achievement, attitudes toward school, interest in learning, and other desirable outcomes. This understanding should be based on what educational research has shown to be significant in teacher practices. Since the breakthrough of behavioral learning theory in psychology in the 1950s and 1960s, research on teaching practice has made momentous advances and evolved drastically. We know more about teaching and learning than we ever have. Given this rich evidence base, teacher evaluation should be built on this body of research so that it can measure the specific qualities that matter most.

## Purposes of Evaluation

The primary purposes of a quality teacher evaluation system are to:

* contribute to the successful achievement of the goals and objectives defined in the school division’s educational plan;
* improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
* promote a positive working environment, as well as collaboration and continuous communication between the teacher and the evaluator, that promotes continuous professional growth and improved student outcomes;
* ~~implement a performance evaluation system that promotes a positive working environment and continuous communication between the teacher and the evaluator that promotes continuous professional growth and improved student outcomes;~~
* promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately
* optimize student learning and growth for all students.

A high quality evaluation system includes the following distinguishing characteristics:

* benchmark behaviors for each of the teacher performance standards;
* a focus on the relationship between teacher performance and improved student learning and growth;
* a system for documenting teacher performance based on multiple data sources regarding teacher performance including opportunities for teachers to present evidence of their own performance as well as student performance evidence;
* ~~the use of multiple data sources for documenting performance, including opportunities for teachers to present evidence of their own performance as well as student;~~
* a procedure for conducting performance reviews that ~~stresses accountability~~, promote~~s~~ professional improvement, ~~and~~ increase~~s~~ teacher involvement in the evaluation process; and adequately include accountability; and
* a support system for providing assistance when needed.

**Growth and Improvement**

The benefits of an effective teacher evaluation system on teacher performance and student achievement are well documented in the current research base on the topic[[32]](#endnote-31). However, what is essential to recognize is that if an evaluation system is to have this type of positive impact, it is contingent upon the context and school climate in which the evaluation is implemented, the instructional leadership of the principal, the quality of feedback that teachers receive, and the extent of support for teachers to act on instructional feedback in a manner that improves student learning.[[33]](#endnote-32) Good teacher evaluation practices contribute to a common dialogue about quality instruction across the school during evaluation interactions, and they also provide a common framework and language that help facilitate principals’ feedback and conversations with teachers.[[34]](#endnote-33)

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. Quality evaluation should generate objective-oriented, evidence-based, specific, constructive, and actionable feedback to teachers with regard to their performance.[[35]](#endnote-34) Additionally, quality teacher evaluation should result in an action plan for growth – not for a few, but rather for all teachers – that identifies areas in which professional development is needed. Thus, teacher evaluation should serve as a channel to provide targeted feedback, professional development, coaching, and mentorship to our teachers.

However, only when the evaluation tool is used with fidelity by trained evaluators, can teachers and the school fully benefit from both the professional development and accountability functions of evaluation, as well as the evaluation process. When designed and implemented effectively, teacher evaluation makes a positive impact on teacher improvement by:

* contributing to teachers’ competency and growth in self-efficacy,
* enhancing their job satisfaction and commitment to the teaching profession, and
* resulting in increases in student achievement.

Unless a focus on growth is inextricably tied to accountability, neither approach tends to work as well. A teacher evaluation system that helps teachers to grow without accountability can easily become merely advice, whereas combining fair accountability with guided direction and support for improvement yields teacher growth. And, as a reminder, what is the ultimate reason to evaluate? The direct and undeniable answer is to support teacher growth and success. When teachers succeed, students succeed.

## Purposes of this Document

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* set forth ~~seven~~ eight performance standards for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the performance standards (objectives) included in this document.

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. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

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. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard ~~7~~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 the multiple lowest weighted standards.

The document was developed specifically for use with classroom teachers. For other non-classroom educators who are required to hold a Virginia teaching license, revisions likely will be necessary. For example, ~~guidance~~ school counselors and library-media specialists may require modified performance standards and data sources different from classroom teachers.

**What Can School Divisions Modify?**

The *Guidelines* provide a uniform approach to teacher evaluation which should be used throughout the Commonwealth of Virginia. Certain aspects are prescribed by the *Code of Virginia*, while others are highly recommended based on the research surrounding effective teachers and best practices from the field. However, the Virginia Department of Education recognizes the importance of providing local school divisions with the flexibility to make certain modifications to the evaluation system to meet their unique needs. The bullets below describe the major components of the evaluation system and what can and cannot be modified.

* Performance standards: Performance standards should not be modified.
* Performance indicators: Performance indicators are based on the research relating to effective teaching, but school divisions may modify them to meet their needs or areas of focus.
* Performance rubrics: School divisions may modify performance rubrics, but the *Effective* level is written as the actual performance standard, so it should not be modified. Also note that the descriptions in the rubrics were intentionally constructed in a parallel manner so that the descriptors use similar terminology (i.e., *Highly Effective* uses “role model,” *Approaching Effective* uses “inconsistent,” and *Ineffective* uses “inadequate” or “fails to.”
* Observations: The *Code of Virginia* requires the use of observations, but the implementation details (e.g., frequency, duration, completion dates) are left to the local school division.
* Documentation Logs: The use of Documentation Logs is optional, but highly recommended as it provides teachers input into their evaluation and provides evidence for those performance standards that are not easily observed.
* Student Surveys: The use of student surveys is optional, but highly recommended as student perceptions of teacher performance provide a valuable source of feedback. Survey questions provided in this handbook have been specifically selected to address the performance standards but may be modified by the local school division.
* Measures of Student Progress: The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met in the evaluation 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 the multiple lowest weighted standards. Student learning should be determined by multiple measures of student academic progress (e.g., progress tables, goal setting for student achievement, other valid measures).
* Other Data Sources: Data sources other than those specified above (e.g., conferences, meetings) may be used as determined by the local school division.
* Rating Levels: The rating level names are highly recommended but may be modified by the local school division.
* Interim Evaluation: All probationary teachers should receive an interim review to provide systematic feedback prior to the summative evaluation.
* Summative Evaluation: The *Code of Virginia* requires all teachers to receive a summative evaluation.
* Single Summative Rating: All teachers will receive a single summative rating to provide an overall rating of the teacher’s performance. The *Guidelines* provides suggested weighting taking into consideration the requirements in the *Code of Virginia* concerning *Performance Standard 8: Student Academic Progress*.
* Forms: The forms provided in the *Guidelines* have been developed to include required information, but school divisions may modify them as needed.

**~~Endnotes~~ *[Moved to end of document]***

*Part 2: Uniform*

*Uniform Performance Standards for Teachers*

The uniform performance standards for teachers are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective instructional practice. The performance standards also provide flexibility, encouraging creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

## Defining Teacher Performance Standards

Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach~~.~~ consisting of eight performance standards and multiple performance indicators to define the expectations for teacher performance. Teachers will be rated on the performance standards using performance rubrics, which are discussed in Part 5.

## Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are ~~seven~~ eight performance standards as shown in Figure 2.1.

|  |
| --- |
| Figure 2.1: *Performance Standards* |
| **Performance Standard 1: Professional Knowledge**  *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.* |
| **Performance Standard 2: Instructional Planning**  *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, ~~effective strategies, resources, and data~~ student data, and engaging and research strategies and*  *resources to meet the needs of all students.* |
| **Performance Standard 3: Instructional Delivery**  *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to ~~effectively engages students in learning by using a variety of instructional strategies in order to~~ meet individual learning needs.* |
| **Performance Standard 4: Assessment of/~~and~~ for Student Learning**  *The teacher systematically gathers, analyzes, and uses all relevant data to measure student ~~academic~~ progress, guide instructional content and delivery methods, and provide timely feedback to ~~both~~ students, ~~and~~ parents/caregivers, and other educators, as needed. ~~throughout the school year~~.* |
| **Performance Standard 5: Learning Environment**  *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.* |
| **Performance Standard 6: Culturally Responsive Teaching and Equitable Practices\***  *The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.* |
| **Performance Standard ~~6~~7: Professionalism**  *The teacher ~~maintains~~ demonstrates a commitment to professional ethics, collaborates and communicates ~~effectively~~appropriately, and takes responsibility for ~~and participates in~~ personal professional growth that results in ~~enhanced~~ the enhancement of student learning.* |
| **Performance Standard ~~7~~8: Student Academic Progress**  *The work of the teacher results in acceptable, measurable, and appropriate student academic*  *progress.* |

\*The Virginia Department of Education Office of Equity and Community Engagement recommends the following resources:

## [Navigating EdEquityVA Roadmap:](https://www.doe.virginia.gov/edequityva/navigating-equity-book.pdf) (Glossary of Key Terms – pp. 9-10; Virginia Equity Priorities: *Increasing the Cultural Competency of Virginia’s Educator Workforce* – p. 21; Culturally Responsive Educators-Competencies – p. 23); [Report](https://www.governor.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/AAHEC-Report-Final_version2.pdf) of Virginia’s African American History Education Commission (Subcommittee on Professional Development-Defining Key Terms – p. 14; *Defining Culturally Responsive Practice for Virginia Educators* – pp. 16-18); PD Recommendations − p. 19); and [*EdEquityVA Webpage on CR Resources*](https://www.virginiaisforlearners.virginia.gov/cultural-competence/)

## Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations. ~~That is, the performance indicators provide the answer to what must be performed~~. Performance indicators are provided as examples of the types of performance that will occur if a standard is being ~~fulfilled~~ successfully met. However, the list of performance indicators is not exhaustive, ~~and they are~~ is not intended to be prescriptive, and is not intended to be a checklist. Indicators in one performance standards may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. ~~However, s~~Some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. ~~Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).~~  Examples of specific indicators for various content areas and specialties are provided in the appendices of the Teacher Performance Evaluation System (TPES) Handbook.

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are NOT made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher’s performance on each standard with evidence generated from multiple performance indicators.*** Sample performance indicators for each of the performance standards follow.

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| **Performance Standard 1: Professional Knowledge**  *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  1.1 ~~Effectively a~~Addresses ~~appropriate~~ relevant curriculum standards.  1.2 Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction.  1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.  1.4 Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.  1.5 Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.  1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels. ~~and an understanding of the subject~~.  1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.  1.8 ~~Communicates clearly and checks for understanding.~~ Demonstrates an understanding of appropriate accommodations for diverse learners or students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).  1.9 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level. |
|  |
| **Performance Standard 2: Instructional Planning**  *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, ~~effective strategies, resources, and data~~ student data, and engaging and research strategies and*  *resources to meet the needs of all students.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  2.1 Analyzes and u~~U~~ses multiple sources of student learning data to guide planning.  2.2 Plans ~~time realistically~~ accordingly for pacing, sequencing, content mastery, ~~and~~ transitions, and application of knowledge.  2.3 Consistently p~~P~~lans for differentiated instruction.  2.4 Reflects on plans after instructional delivery for future modifications.  2.~~4~~5 Aligns lesson objectives to the school’s curriculum and student learning needs.  2.6 Develops appropriate ~~long- and short-range~~ course, unit, and daily plans, and adapts plans when needed.  2.7 Plans and works collaboratively with others to enhance teaching and learning.  2.8 Plans for delivery of synchronous and asynchronous lessons, including engaging student activities and assessment strategies, as needed. |

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| **Performance Standard 3: Instructional Delivery**  *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to ~~effectively engages students in learning by using a variety of instructional strategies in order to~~ meet individual learning needs.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  ~~3.1 Engages and maintains students in active learning.~~  3.~~2~~1 Builds upon students’ existing knowledge and skills.  ~~3.3 Differentiates instruction to meet the students’ needs.~~  ~~3.4 Reinforces learning goals consistently throughout lessons.~~  ~~3.5 Uses a variety of effective instructional strategies and resources.~~  ~~3.6 Uses instructional technology to enhance student learning.~~  ~~3.7 Communicates clearly and checks for understanding.~~  3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.  3.3 Motivates students for learning, reinforces learning goals consistently throughout lesson~~s~~, and provides appropriate closure.  3.4 Develops higher-order thinking through questioning and problem-solving activities.  3.5 Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.  3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.  3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.  3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly. |
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| **Performance Standard 4: Assessment of/~~and~~ for Student Learning**  *The teacher systematically gathers, analyzes, and uses all relevant data to measure student ~~academic~~ progress, guide instructional content and delivery methods, and provide timely feedback to ~~both~~ students, ~~and~~ parents/caregivers, and other educators, as needed. ~~throughout the school year~~.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.  4.2 Involves students in setting learning goals and monitoring their own progress.  4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population and for the setting (e.g., in person or virtual).  4.4 Uses research-based questioning techniques to gauge student understanding.  4.5 Collaborates with others to develop common assessments, when appropriate.  4.~~5~~6 Aligns student assessment with established curriculum standards and benchmarks.  4.~~6~~7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning and supports. ~~and uses grading practices that report final mastery in relationship to content goals and objectives~~.  4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.  4.~~7~~9 ~~Gives~~ Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate. ~~on their learning.~~ |

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| **Performance Standard 5: Learning Environment**  *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  5.1 Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.  5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.  5.3 Maximizes instructional time and minimizes disruptions.  5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.  5.5 ~~Promotes cultural sensitivity.~~Encourages student engagement, inquiry, and intellectual risk-taking.  5.6 ~~Respects~~ Promotes respectful interactions and an understanding of students’ diversity, ~~including~~ such as language, culture, race, gender, and special needs.  5.7 Actively listens and makes accommodations for all ~~pays attention to~~ students’ needs, including social, emotional, behavioral, and intellectual~~. and responses.~~  5.8 Addresses student needs ~~Maximizes instructional learning time~~ by working with students individually as well as in small groups or whole groups.  5.9 Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging. |

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| **Performance Standard 6: Culturally Responsive Teaching and Equitable Practices\***  *The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  6.~~5~~1 ~~Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of individuals within gap groups~~. Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.  6.~~1~~2 ~~Builds classroom community and respect for student diversity by facilitating an appreciation for cultural differences, ideas, experiences, learning needs, and traditions of all students.~~ Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[[36]](#footnote-2) including for gender, race, ethnicity, English Language Learners, and students with disabilities.  6.~~2~~3 ~~Builds meaningful relationships with all students through personal connections, culturally responsive teaching practices, and flexibility~~. Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.  6.~~3~~4 ~~Connects classroom curriculum and instruction to cultural examples, experiences, backgrounds, and traditions of a diverse student population.~~ Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.  6.~~4~~5 ~~Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural sensitivity and the needs of culturally diverse students~~. Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.  6.6 ~~Uses communication strategies with a heightened awareness of and sensitivity to students and members of a diverse learning community~~. Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).  6.7 ~~Teaches skills to help students interact with different groups in a way that reduces bias, fear, anxiety, and discrimination~~. Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socio economic status) that perpetuate fear and anxiety of difference. |

\****Note***: Equity in education is achieved when student academic achievement cannot be determined by demographic factors. ~~denotes the fairness of opportunities for student learning and success~~.

*Standard 6: Developed by the Virginia Department of Education with adaptations from* [*Navigating EdEquityVA – Virginia’s Roadmap to Equity*](https://www.virginiaisforlearners.virginia.gov/edequityva/)*, 2021*

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| **Performance Standard ~~6~~7: Professionalism**  *The teacher ~~maintains~~ demonstrates a commitment to professional ethics, collaborates and communicates ~~effectively~~appropriately, and takes responsibility for ~~and participates in~~ personal professional growth that results in ~~enhanced~~ the enhancement of student learning.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  ~~6.1 Collaborates and communicates effectively within the school community to promote students’ well-being and success.~~  ~~6~~7.~~2~~ 1Adheres to federal and state laws, school and division policies, and ethical guidelines and procedural requirements.  7.2. Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance.).  ~~6~~7.3Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.  ~~6~~7.4 ~~Sets goals for improvement of knowledge and skills.~~Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.  ~~6~~7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.  ~~6~~7.~~5~~6 Engages in activities outside the classroom intended for school and student enhancement.  ~~67~~.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students’ well-being, progress, and success.  ~~6~~7.8 Builds positive and professional relationships with parents/~~guardians~~caregivers through frequent and ~~effective~~ appropriate communication concerning students’ progress.  ~~6~~7.~~8~~9 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues and staff.  ~~6~~7.~~9~~10 ~~Demonstrates consistent mastery of standard oral and written English in all communication.~~ Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication. |

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| **Performance Standard ~~7~~8: Student Academic Progress**  *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  ~~7~~8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.  ~~7~~8.2 Documents the progress of each student throughout the year.  ~~7~~8.3 Provides evidence that achievement goals have been met, including the state-provided progress ~~table~~ data when available as well as other multiple measures of student academic progress.  ~~7~~8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. |

***Note:*** Performance Standard **~~7~~8**: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard **~~7~~8**: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard **~~7~~8** and recommends that the evidence of progress be reviewed and considered throughout the year.

#### Part 3: Documenting Teacher Performance

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on teacher performance. These suggested documentation sources for teacher evaluation can be used for both probationary and continuing contract teachers.

Figure 3.1: *Suggested Documentation Sources for Teacher Evaluation*

| **Data Source** | **Definition** |
| --- | --- |
| **Formal Observations**  (Required) | Observations are an important source of performance information. Formal observations focus directly on the ~~seven~~ teacher performance standards. Classroom observations also may include a review of teacher products or artifacts and a review of student data. |
| **Informal Observations/Walk-throughs**  (Highly Recommended) | Informal observations and walk-throughs are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings. |
| **Student Surveys**  (Highly Recommended) | Student surveys provide information to the teacher about students’ perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher who prepares a survey summary for inclusion in the ~~portfolio~~ Documentation Log. *The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).* |
| **~~Portfolios/~~Documentation Logs**  (Highly Recommended) | ~~Portfolios/document logs provide documentation generated by the teacher for the seven performance standards.~~ Documentation Logs include both specifically required artifacts and teacher-selected artifacts that provide evidence of meeting performance standards. Teachers should submit authentic artifacts created in their day-to-day work and are encouraged to reflect on them as appropriate. The process of reflecting on the documents allows teachers to use many of the artifacts as points for growth and improvement. |
| **Self-evaluation**  (Highly Recommended) | Self-evaluations reveal the teachers’ perceptions of their job performance and help teachers to reflect on areas of strength and areas for improvement. |

A number of studies have examined how data from these different sources correlate with student achievement. A few examples are illustrated in Figure 3.2.

Figure 3.2: *Correlation between Measures of Teacher Performance and Student Achievement*[[37]](#endnote-35)

| **Data Source** | **Reading Achievement** | **Math Achievement** |
| --- | --- | --- |
| Teacher self-ratings | .21 | .67 |
| Principal ratings | .09 | .17 |
| Principal summative evaluations | .34 | .51 |
| Classroom observations | Wide range from -0.24 to 0.41 depending on the instrument of observation | Wide range from -0.51 to 0.23 depending on the instrument of observation |
| Student feedback | .75 | .67 |

A particularly valuable finding revealed in Figure 3.2 is the strong positive correlation between student feedback about teacher performance and actual student achievement in reading and math. Research indicates that students can reliably differentiate between meritorious and non-meritorious teachers and can provide valid feedback on teacher performance. In many cases, student ratings are significantly more accurate in predicting student achievement than teacher’s self-ratings or principal ratings.[[38]](#endnote-36) In addition, student surveys also correlate with student growth scores.[[39]](#endnote-37)

Teaching is complex, and because it is so complex, capturing all that teachers do to provide effective instruction requires the use of multiple sources of evidence to include: classroom observations, artifacts of the teacher’s work, student surveys, and student achievement growth data. These sources of evidence are complementary to each other and should be integrated into the process of teacher evaluation. The flaws of one data source often are the strengths of another, and by combining multiple methods, evaluators can make more accurate judgments regarding teacher performance and make sound professional development decisions that are supported by rich data.

## Observations

Observations are intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

Direct classroom observation can be a useful way to collect information on teacher performance; as a stand-alone data collection process, however, it has major limitations. If the purpose of a teacher evaluation system is to provide a comprehensive picture of performance in order to guide professional growth, then classroom observations should be only one piece of the data collection puzzle. Given the complexity of the job responsibilities of teachers, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on all of the performance standards in a given visit.

Observations can be conducted in a variety of settings and take on a variety of forms, ~~including~~ from quick, drop-by classroom visits, to more formal, pre-planned observational reviews using validated instruments for documenting observations.[[40]](#endnote-38) Furthermore, observations may be announced or unannounced. Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.

## Formal Observation

In a formal observation*,* the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically of a teacher who is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. Both administrators and teachers may find a pre-observation conference to be helpful. A sample *~~Formal Classroom~~ Pre-observation Conference ~~Observatio~~n Form* and sample *Formative Feedback Form* are~~is~~ provided on the following pages ~~16-18;~~. but many other observation forms are available. Formal classroom observations should last a specified period of time (for example, 30 or 45 minutes, or the duration of a full lesson). For maximum value, the building level administrator should ensure that formal observations occur throughout the year (for example, three times a year for probationary teachers and at least once a year for continuing contract teachers).

Typically, the evaluator provides feedback about the observation during a review conference with the teacher. During the session -- which should occur within a specified number of school days following the observation -- the evaluator reviews all information summarized on the *~~Formal Classroom Observation~~ Formative Feedback Form* as well as any other applicabledocumentation. Sample post-observation inquiries are shown in Figure 3.2. One copy of the observation form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document professional growth and development.

~~Figure 3.2:~~ *~~Sample Post-Observation Inquiries~~*

|  |
| --- |
| ~~What went well during the lesson I observed?~~  ~~What would you do differently the next time you teach this lesson and/or use a particular instructional strategy?~~  ~~How would you describe the learning climate of the classroom during the lesson?~~  ~~What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?~~  ~~How did you address students who needed more time to fully understand and master the concept?~~  ~~I observed a “snapshot” of your instruction. How well did the students’ learning reflect your intended learning outcomes?~~  ~~What informal or formal assessments did you conduct prior to teaching this lesson? How did the data from the assessments influence this lesson?~~  ~~How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it?~~  ~~What student characteristics or needs do you keep in mind as you are giving directions?~~  ~~What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?~~ |

Sample: Pre-observation Conference Form

**SAMPLE: Pre-observation Conference Form**

*Directions: This form may be used to take notes prior to an announced formal observation.*

Teacher: Grade/Subject:

Date:

|  |  |
| --- | --- |
| **Inquiries** | **Notes** |
| 1. Describe the lesson that will be observed. What have you/will you have done instructionally with students in the days prior to the observation? |  |
| 1. Describe the population of the class. |  |
| 1. What will be observed? |  |
| 1. What instructional methods will be used? |  |
| 1. What would you like to be highlighted in this lesson? |  |
| 1. What do you believe to be any areas of concern and/or areas of growth? |  |
| 1. What factors or evidence do you consider to ensure culturally responsive teaching practices within this lesson? |  |

**SAMPLE: ~~Formal Classroom Observation~~ Formative Feedback Form**

*Directions*: *This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation, artifacts, or other relevant sources of evidence.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher’s Name |  | Date Observed | |  | Time |
|  |  | | The teacher is: 🞏 Probationary 🞏 Continuing Contract | | |
| Observer’s Name |
|  |  | |  | | |

| **~~Formal Classroom Observation Form~~** |
| --- |
| 1. **Professional Knowledge**   *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*   |  |  | | --- | --- | | * ~~Effectively a~~Addresses ~~appropriate~~ relevant curriculum standards. * Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction. * Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. * Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology. * Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research. | * Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels. ~~and an understanding of the subject~~. * Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context. * ~~Communicates clearly and checks for understanding.~~ Demonstrates an understanding of appropriate accommodations for diverse learners or students learning in unique contexts (e.g., English leaners, gifted learners, students with special needs, etc.). * Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level. |   *Comments*:  Observation Artifacts Other |

|  |  |  |
| --- | --- | --- |
| **Performance Standard 2: Instructional Planning**  *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, ~~effective strategies, resources, and data~~ student data, and engaging and research strategies and*  *resources to meet the needs of all students.*   |  |  | | --- | --- | | * Analyzes and u~~U~~ses multiple sources of student learning data to guide planning. * Plans ~~time realistically~~ accordingly for pacing, sequencing, content mastery, ~~and~~ transitions, and application of knowledge. * Consistently p~~P~~lans for differentiated instruction. * Reflects on plans after instructional delivery for future modifications. * Aligns lesson objectives to the school’s curriculum and student learning needs. | * Develops appropriate ~~long- and short-range~~ course, unit, and daily plans, and adapts plans when needed. * Plans and works collaboratively with others to enhance teaching and learning. * Plans for delivery of synchronous and asynchronous lessons, including engaging student activities and assessment strategies, as needed. |   *Comments:*  *Observation Artifacts Other* |

|  |  |  |
| --- | --- | --- |
| **Performance Standard 3: Instructional Delivery**  *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to ~~effectively engages students in learning by using a variety of instructional strategies in order~~ to meet individual learning needs.*   |  |  | | --- | --- | | * ~~Engages and maintains students in active learning.~~ * Builds upon students’ existing knowledge and skills. * ~~Differentiates instruction to meet the students’ needs.~~ * ~~Reinforces learning goals consistently throughout lessons.~~ * ~~Uses a variety of effective instructional strategies and resources.~~ * ~~Uses instructional technology to enhance student learning.~~ * ~~Communicates clearly and checks for understanding.~~ * Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. * Motivates students for learning, reinforces learning goals consistently throughout lesson~~s~~, and provides appropriate closure. | * Develops higher-order thinking through questioning and problem-solving activities. * Uses a variety of appropriate instructional strategies and resources to encourage active student engagement. * Provides remediation, enrichment, and acceleration to further student understanding of material and learning. * Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting. * Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly. |   *Comments:*    *Observation Artifacts Other* |

|  |  |  |
| --- | --- | --- |
| **Performance Standard 4: Assessment of/~~and~~ for Student Learning**  *The teacher systematically gathers, analyzes, and uses all relevant data to measure student ~~academic~~ progress, guide instructional content and delivery methods, and provide timely feedback to both students, ~~and~~ parents/caregivers, and other educators, as needed. ~~throughout the school year~~.*   |  |  | | --- | --- | | * Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. * Involves students in setting learning goals and monitoring their own progress. * Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population and for the setting (e.g., in person or virtual). * Uses research-based questioning techniques to gauge student understanding. * Collaborates with others to develop common assessments, when appropriate. | * Aligns student assessment with established curriculum standards and benchmarks. * Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning and supports. ~~and uses grading practices that report final mastery in relationship to content goals and objectives~~. * Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress. * ~~Gives~~ Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate. ~~on their learning.~~ |     *Comments:*  *Observation Artifacts Other* |

|  |  |  |
| --- | --- | --- |
| **5. Learning Environment**  *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*   |  |  | | --- | --- | | * Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment. * Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. * Maximizes instructional time and minimizes disruptions. * Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. * ~~Promotes cultural sensitivity.~~Encourages student engagement, inquiry, and intellectual risk-taking. | * ~~Respects~~ Promotes respectful interactions and an understanding of students’ diversity, ~~including~~ such as language, culture, race, gender, and special needs. * Actively listens and makes accommodations for all ~~pays attention to~~ students’ needs, including social, emotional, behavioral, and intellectual~~. and responses.~~ * Addresses student needs ~~Maximizes instructional learning time~~ by working with students individually as well as in small groups or whole groups. * Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging. |   *Comments:*  *Observation Artifacts Other* |

|  |  |  |
| --- | --- | --- |
| **6. Culturally Responsive Teaching and Equitable Practices**  *The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.*   |  |  | | --- | --- | | * ~~Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of individuals within gap groups~~. Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups. * ~~Builds classroom community and respect for student diversity by facilitating an appreciation for cultural differences, ideas, experiences, learning needs, and traditions of all students~~. Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[[41]](#footnote-3) including for gender, race, ethnicity, English Language Learners, and students with disabilities. * ~~Builds meaningful relationships with all students through personal connections, culturally responsive teaching practices, and flexibility~~. Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students. * ~~Connects classroom curriculum and instruction to cultural examples, experiences, backgrounds, and traditions of a diverse student population~~. Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners. | * ~~Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural sensitivity and the needs of culturally diverse students~~. Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities. * ~~Uses communication strategies with a heightened awareness of and sensitivity to students and members of a diverse learning community~~. Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities). * ~~Teaches skills to help students interact with different groups in a way that reduces bias, fear, anxiety, and discrimination~~. Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socio economic status) that perpetuate fear and anxiety of difference. |   *Comments:*  *Observation Artifacts Other* |

|  |  |  |
| --- | --- | --- |
| **Performance Standard ~~6~~7: Professionalism**  *The teacher ~~maintains~~ demonstrates a commitment to professional ethics, collaborates and communicates ~~effectively~~appropriately, and takes responsibility for ~~and participates in~~ personal professional growth that results in ~~enhanced~~ the enhancement of student learning.*   |  |  | | --- | --- | | * ~~Collaborates and communicates effectively within the school community to promote students’ well-being and success.~~ * Adheres to federal and state laws, school and division policies, and ethical guidelines and procedural requirements. * Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance.). * Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. * ~~Sets goals for improvement of knowledge and skills.~~Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices. * Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills. | * Engages in activities outside the classroom intended for school and student enhancement. * Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students’ well-being, progress, and success. * Builds positive and professional relationships with parents/~~guardians~~caregivers through frequent and ~~effective~~ appropriate communication concerning students’ progress. * Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues and staff. * ~~Demonstrates consistent mastery of standard oral and written English in all communication.~~ Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication. |   *Comments:*  *Observation Artifacts Other* |

|  |  |  |
| --- | --- | --- |
| **Performance Standard ~~7~~8: Student Academic Progress**  *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*   |  |  | | --- | --- | | * Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. * Documents the progress of each student throughout the year. | * Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress. * Uses available performance outcome data to   continually document and communicate student  progress and develop interim learning targets. |   *Comments:*  *Observation Artifacts Other* |

**Additional Comments:**

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Informal Observations and Walk-throughs

Informal observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.[[42]](#footnote-4) These informal observations typically are less structured than formal observations.

Informal observations might include observing instruction for a short duration (i.e., ten to fifteen minutes) or observing work in non-classroom settings at various times throughout the school year. For example, an informal observation might include briefly visiting a classroom during a science laboratory experiment or observing a teacher participating in a faculty meeting or committee meeting. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance. Also, it is important to obtain a representative sampling of performance observations through regular, repeat visits to classrooms.[[43]](#endnote-39) A sample *Informal Classroom Observation/Walk-through Form* is provided on the following page~~s 20-21~~. One copy of this form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Typically, walk-through observations are designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying on these visits for individual teacher evaluation as, generally, they are not designed for teacher evaluation. Visits of three to five minutes, even if conducted frequently, do not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

[Endnotes moved to the back of the document.]

**SAMPLE**: **Informal Classroom Observation Form**

*Directions: This form can be used by the evaluator to document during informal classroom observation. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.*

*NOTE: It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard. Standards 1, 3, 5, and 6 are shown below as they are the most likely to be observed in a classroom visit.*

**Name of Teacher Observed:**

**Date: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Time:\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **1. Professional Knowledge**   * Addresses ~~appropriate~~ relevant curriculum standards * Integrates key content elements and facilitates students’ use of higher level thinking skills * ~~Demonstrates ability to~~ ~~l~~Links present content with past and future learning * ~~Demonstrates an Has~~ accurate knowledge of the subject area(s) taught and relevant technology * Demonstrates skills relevant to the subject area(s) taught * Bases instruction on goals that reflect high expectations * ~~Demonstrates an~~ ~~u~~Understands~~ing~~ ~~of the knowledge of~~ thedevelopment of student age group * ~~Communicates clearly~~ * Understands appropriate accommodations for diverse learners or students learning in unique contexts * Uses precise language, vocabulary, and grammar as they relate to discipline/grade level | **Specific Examples:** |
| **~~2. Instructional Planning~~**   * ~~Uses student learning data to guide planning~~ * ~~Plans time for realistic pacing~~ * ~~Plans for differentiated instruction~~ * ~~Aligns lesson objectives to curriculum and student needs~~ * ~~Develops appropriate long- and short-range plans and adapts plans~~ | **~~Specific Examples:~~** |
| **3. Instructional Delivery**   * ~~Engages students~~ * Builds on prior knowledge * Differentiates instruction * Reflects on plans after delivery * Motivates students and ~~R~~reinforces learning goals * Uses a variety of strategies/resources * Provides remediation, enrichment, and acceleration * Uses appropriate instructional technology * Communicates clearly and checks for understanding | **Specific Examples:** |
| **~~4. Assessment of and for Student Learning~~**   * ~~Uses pre-assessment data~~ * ~~Involves students in setting learning goals~~ * ~~Uses valid, appropriate assessments~~ * ~~Aligns assessments with standards~~ * ~~Uses a variety of assessment strategies~~ * ~~Uses assessment tools for formative/summative purposes~~ * ~~Gives constructive feedback~~ | **~~Specific Examples:~~** |
| **5. Learning Environment**   * Arranges/modifies the classroom to maximize learning and provides a safe environment * Establishes clear expectations * Maximizes instruction/minimal disruption * Establishes a climate of trust/teamwork * Encourages student engagement, inquiry, intellectual risks * Promotes respectful interactions * ~~Promotes cultural sensitivity/respects diversity~~ * Listens and makes accommodations for ~~pays attention to~~ students’ needs ~~and responses~~ * ~~Maximizes instructional learning time by working with students individually and in groups~~ * Works with students individually and in groups * Promotes academically appropriate/challenging environment | **Specific Examples:** |
| **~~6. Professionalism~~**   * ~~Collaborates/communicates effectively~~ * ~~Adheres to laws/policies/ethics~~ * ~~Incorporates professional development learning~~ * ~~Incorporates learning from professional growth activities~~ * ~~Sets goals for improvement~~ * ~~Activities outside classroom~~ * ~~Builds positive relationship with parents~~ * ~~Contributes to professional learning community~~ * ~~Demonstrates mastery of standard oral and written English~~ | **~~Specific Examples:~~** |
| **6. Culturally Responsive Teaching and Equitable Practices**   * ~~Builds classroom community; respect for diversity~~ * ~~Builds meaningful relationships with all students~~ * ~~Connects curriculum and instruction to cultural examples, experiences, backgrounds, and traditions~~ * ~~Integrates culturally sensitive texts, materials, resources~~ * ~~Disaggregates data by student group and differentiates strategies to address areas for growth~~ * ~~Uses appropriate communication/engagement strategies~~ * Disaggregates data by student group and differentiates strategies to support the achievement of all students * Creates opportunities for equitable access, empowerment, and achievement for all students * Cultivates relationships anchored in affirmation and mutual respect * Models and communicates high expectations for all students * Utilizes instructional resources that validate and affirm racial, ethnic, social, and economic diversity * Utilizes the cultural knowledge, frames of reference, and performance styles of ethnically diverse students * Connects classroom curriculum and instruction to the experiences, backgrounds, and traditions of all learners * Communicates in linguistically and culturally responsive ways * Mediates classroom power imbalances based on race, culture, ethnicity, identity, and socio economic conditions | **Specific Examples:** |
| **~~7. Student Academic Progress~~**   * ~~Sets student achievement goals~~ * ~~Documents progress~~ * ~~Provides evidence of goal attainment~~ * ~~Develops interim learning targets~~ | **~~Specific Examples:~~** |

~~NOTE: It is unlikely that all teacher performance standards would be documented in a single~~

~~classroom visit. In fact, an observation might focus on a specific standard.~~

~~Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Observer’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Observer’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

**~~Walk-through Observations~~**

~~Walk-through observations have been popularized in recent years as a means for documenting and assessing practices and trends throughout a school.[[44]](#endnote-40) Typically, walk-through observations are designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying on these visits for individual teacher evaluation as, generally, they are not designed for teacher evaluation. Visits of three to five minutes, even if conducted frequently, may not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.~~

## Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). ~~In most pre-kindergarten through~~

~~grade 12 teacher evaluation systems, the sole purpose of the surveys is to provide feedback directly to the teacher for professional growth and development.~~ The importance of student feedback to teachers should not be neglected. Studies have found that students’ ratings are the best predictor of student achievement, better than the ratings from principals and teachers, themselves.[[45]](#endnote-41) Students’ perceptions of a supportive learning environment are associated with their engagement, attitudes, and academic achievement.[[46]](#endnote-42) Effective teachers conduct action research and inquiry about their teaching practice to intentionally improve their effectiveness.[[47]](#endnote-43)

~~Student surveys are unique in that, although they may be required for most teachers, teachers will retain exclusive access to the results of the surveys regarding his or her performance.~~

There are four different versions of the student survey (Grades 1-2, 3-5, 6-8, and 9-12) designed to reflect developmental differences in students’ ability to provide useful feedback to their teacher. All surveys should be completed anonymously to promote honest feedback.

Teachers should administer annual student surveys according to school division guidelines during a specified time period (for example, the second nine weeks). Teachers at the middle and high school levels should administer surveys to two classes of students that are representative of their teaching assignment(s) during a specified year. At the teacher’s discretion, additional questions may be added to the survey. The teacher will retain sole access to the student surveys; however, the teacher will provide a summary of the surveys to the evaluator. ~~(Note: The student survey summary can be included in the teacher’s portfolio/document log.)~~ (Note: The *Student Survey Summary Form* can be included in the teacher’s Documentation Log.) The sample surveys and accompanying *Student Survey Summary* *Form* are on the following pages.

Below are considerations for how to use survey data to support teacher growth:

* Use survey data for teacher goal-setting.
* Use survey data as a tool in the process of self-reflection.
* Use survey data to target and measure deficiencies and growth for teachers on plans of improvement, as applicable.

~~There are four different versions of the student survey (Grades 1-2, 3-5, 6-8, and 9-12) designed to reflect developmental differences in students’ ability to provide useful feedback to their teacher.~~ *~~Student Surveys~~* ~~and the accompanying~~ *~~Survey Summary Sheet~~* ~~on pages 23-27 provide a unique form of formative feedback. All surveys should be completed anonymously to promote honest feedback~~.

***SAMPLE: Grades 1-2 Student Survey***

*Directions:* *Teachers, please explain that you are going to read this sentence twice: As I read the sentence, color the face that describes how you feel about the sentence.*

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Teacher’s Name |  | School Year |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Example*: I ride a school bus to school. | | ☺ | | 😐 | | ☹ | |
| 1. | ~~1. My teacher listens to me.~~  My teacher knows a lot about what he or she is teaching. | | ☺ | | 😐 | | ☹ | |
| 2. | ~~2. My teacher gives me help when I need it.~~  My teacher is ready to teach every day. | | ☺ | | 😐 | | ☹ | |
| 3. | ~~3. My teacher shows us how to do new things.~~  My teacher makes learning interesting. | | ☺ | | 😐 | | ☹ | |
| 4. | ~~4. I know what I am supposed to do in class.~~  My teacher explains things so I understand. | | ☺ | | 😐 | | ☹ | |
| 5. | ~~5. I am able to do the work in class.~~  My teacher uses different ways to help me learn. | | ☺ | | 😐 | | ☹ | |
| 6. | ~~6. I learn new things in my class.~~  My teacher helps me when learning is hard. | | ☺ | | 😐 | | ☹ | |
| 7. | I can do the work my teacher gives me. | | ☺ | | 😐 | | ☹ | |
| 8. | My teacher knows what I do well. | | ☺ | | 😐 | | ☹ | |
| 9. | | My teacher lets my parents know how I am doing in school. | | ☺ | | 😐 | | ☹ | |
| 10. | | I can ask and answer questions in my class. | | ☺ | | 😐 | | ☹ | |
| 11. | | I know what the rules are in my class. | | ☺ | | 😐 | | ☹ | |
| 12. | | I am happy when I am in class. | | ☺ | | 😐 | | ☹ | |
| 13. | | I learn new things in my class. | | ☺ | | 😐 | | ☹ | |
| 14. | | My teacher is eager to learn new things. | | ☺ | | 😐 | | ☹ | |
| 15. | | My teacher listens to me. | | ☺ | | 😐 | | ☹ | |
| 16. | | My teacher makes learning on the computer fun. | | ☺ | | 😐 | | ☹ | |
| 17. | | My teacher knows how to teach class through the computer. | | ☺ | | 😐 | | ☹ | |
| 18. | | My teacher shows me how to do activities on the computer. | | ☺ | | 😐 | | ☹ | |
| 19 | | My teacher teaches us about people who do not look like me. | | ☺ | | 😐 | | ☹ | |
| \* | | *[Add other elements if needed, such as schoolwide goals,*  *or subject-specific questions.]* | | ☺ | | 😐 | | ☹ | |

***SAMPLE: Grades 3-5 Student Survey***

*Directions: Follow along as I read the statements. Respond to the statements by placing a check mark (✓) beneath the response – “YES,” “SOMETIMES,” or “NO” – that best describes how you feel about the statement.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher’s Name |  | School Year |  | Class Period |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **YES** | | | **SOMETIMES** | | **NO** | | | |
| *Example*: I like listening to music. | | |  | | | ***✓*** | |  | | | |
| 1. | ~~My teacher listens to me.~~  My teacher knows a lot about what is taught. | |  | | |  | |  | | | |
| 2. | ~~My teacher gives me help when I need it.~~  My teacher is prepared and ready for teaching every day. | |  | | |  | |  | | | |
| 3. | ~~My teacher shows us how to do new things.~~  My teachers explains things so I understand. | |  | | |  | |  | | | |
| 4. | ~~My teacher encourages me to evaluate my own learning.~~  My teacher makes class interesting and challenging. | |  | | |  | |  | | | |
| 5. | ~~I am able to do the work in class.~~  My teacher uses different ways to teach and help me learn. | |  | | |  | |  | | | |
| 6. | ~~I learn new things in my class.~~  I am able to do the work my teacher gives me. | |  | | |  | |  | | | |
| 7. | ~~I feel safe in this class.~~  My teacher allows me to show my learning in a variety of ways. | |  | | |  | |  | | | |
| 8. | ~~My teacher uses many ways to teach.~~  My teacher lets my parents know how I am doing in school. | |  | | |  | |  | | | |
| 9. | ~~My teacher explains how my learning can be used outside of school.~~  My teacher returns my work with helpful comments it. | |  | | |  | |  | | | |
| 10. | ~~My teacher explains why I get things wrong on my work.~~  My teacher makes it okay for me to ask questions when I don’t understand something. | |  | | |  | |  | | | |
| 11. | ~~My teacher shows respect to all students.~~  My teacher shows respect to all students. | |  | | |  | |  | | | |
| 12. | ~~My teacher demonstrates helpful strategies or skills for my learning.~~  I know what the rules are in my class. | |  | | |  | |  | | | |
| 13. | ~~There are opportunities to reflect on my learning in my class.~~  I learn new things in my class. | |  | | |  | |  | | | |
| 14. | ~~My teacher allows me to make some choices about my learning.~~  My teacher is enthusiastic and eager to learn. | |  | | |  | |  | | | |
| 15. | My teacher listens to me. | |  | | |  | |  | | | |
| 16. | My teacher makes learning online enjoyable. | |  | | |  | |  | | | |
| 17. | My teacher explains how to use technology appropriately. | |  |  | | | | |  |
| 18. | My teacher is helpful with online lessons and my learning. | |  |  | | | | |  |
| 19 | My teacher provides books and learning materials that include people from different cultures. | |  |  | | | | |  |
| \* | *[Add other elements if needed, such as schoolwide goals,*  *or subject-specific questions.]* | |  |  | | | | |  |

COMMENTS:

***SAMPLE: Grades 6-8 Student Survey***

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle* ***1***; *if you strongly agree, circle* ***5****. If you wish to comment, please write your comments at the end of the survey.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Teacher’s Name |  | School Year |  | Class Period |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly**  **Agree** |
| *Example*: I like listening to music. | | 1 | 2 | 3 | 4 | 5 |
| 1. | My teacher creates a classroom environment that allows me to learn. | 1 | 2 | 3 | 4 | 5 |
| 2. | My teacher encourages me to evaluate my own learning. | 1 | 2 | 3 | 4 | 5 |
| 3. | My teacher allows me to demonstrate my learning in a variety of ways. | 1 | 2 | 3 | 4 | 5 |
| 4. | My teacher gives clear instructions. | 1 | 2 | 3 | 4 | 5 |
| 5. | My teacher shows respect to all students. | 1 | 2 | 3 | 4 | 5 |
| 6. | My teacher is available to help outside of class. | 1 | 2 | 3 | 4 | 5 |
| 7. | My teacher grades my work in a timely manner. | 1 | 2 | 3 | 4 | 5 |
| 8. | My teacher relates lesson to other subjects or the real world. | 1 | 2 | 3 | 4 | 5 |
| 9. | My teacher respects different opinions. | 1 | 2 | 3 | 4 | 5 |
| 10. | My teacher uses a variety of activities in class. | 1 | 2 | 3 | 4 | 5 |
| 11. | My teacher encourages all students to learn. | 1 | 2 | 3 | 4 | 5 |
| 12. | My teacher expects me to be successful. | 1 | 2 | 3 | 4 | 5 |
| 13. | My teacher is knowledgeable about the subject. | 1 | 2 | 3 | 4 | 5 |
| 14. | ~~My teacher provides helpful feedback.~~  My teacher gives me help when I need it. | 1 | 2 | 3 | 4 | 5 |
| 15. | My teacher prepares materials in advance and has them ready to use. | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly**  **Agree** |
| 16. | My teacher explains things so I understand. | 1 | 2 | 3 | 4 |
| 17. | My teacher makes class interesting and challenging. | 1 | 2 | 3 | 4 |
| 18. | My teacher uses different ways to teach and help me learn. | 1 | 2 | 3 | 4 |
| 19. | My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help. | 1 | 2 | 3 | 4 |
| 20. | My teacher handles classroom disruptions well. | 1 | 2 | 3 | 4 |
| 21. | My teacher encourages me to use a variety of online resources. | 1 | 2 | 3 | 4 |
| 22. | My teacher has routines and procedures for our online class. | 1 | 2 | 3 | 4 |
| 23. | My teacher handles online disruptions well. | 1 | 2 | 3 | 4 |
| 24. | My teacher helps me appreciate different cultures. | 1 | 2 | 3 | 4 |
| \* | *[Add other elements if needed, such as schoolwide goals,*  *or subject-specific questions.]* | 1 | 2 | 3 | 4 |

COMMENTS:

***SAMPLE: Grades 9-12 Student Survey***

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle* ***1****; if you strongly agree, circle* ***5****. If you wish to comment, please write your comments at the end of the survey.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Teacher’s Name |  | School Year |  | Class Period |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Strongly Disagree** | **Disagree** | **~~Neutral~~** | **Agree** | **Strongly**  **Agree** |
| *Example*: I like listening to music. | | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| *In this class, my teacher…* | |  |  |  |  |  |
| 1. | gives clear instructions. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 2. | treats everyone fairly. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 3. | is available for help outside of class time. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 4. | clearly states the objectives for the lesson. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 5. | grades my work in a reasonable time. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 6. | relates lesson to other subjects or the real world. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 7. | allows for and respects different opinions. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 8. | encourages all students to learn. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 9. | uses a variety of activities and teaching methods in class. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 10. | communicates in a way I can understand. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 11. | manages the classroom with a minimum of disruptions. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 12. | shows respect to all students. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 13. | consistently enforces disciplinary rules in a fair manner. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 14. | makes sure class time is used for learning. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 15. | is knowledgeable about his/her subject area. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 16. | clearly defines long-term assignments (such as projects). | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 17. | sets high expectations. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 18. | helps me reach my potential~~high expectations~~. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 19 | assigns relevant homework. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |
| 20. | communicates honestly with me. | 1 | 2 | ~~3~~ | ~~4~~3 | ~~5~~4 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 21. | allows me to demonstrate my learning in a variety of ways | 1 | 2 | | 3 | 4 |
| 22. | makes class interesting and challenging | 1 | 2 | 3 | | 4 |
| 23. | is approachable and listens to me. | 1 | 2 | 3 | | 4 |
| 24. | shares feedback about my learning progress with me and my parents. | 1 | 2 | 3 | | 4 |
| 25. | demonstrates an appreciation of students’ cultural diversity. | 1 | 2 | 3 | | 4 |
| \* | *[Add other elements if needed, such as schoolwide goals,*  *or subject-specific questions.]* | 1 | 2 | 3 | | 4 |

COMMENTS:

***SAMPLE: Student Survey Summary***

*Directions: Summarize according to your best judgment. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as appropriate.*

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Survey form used: **🞎** Grades 1-2 **🞎** Grades 3-5 **🞎** Grades 6-8 **🞎** Grades 9-12

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?

\_\_\_\_\_\_\_\_\_\_\_\_**percent**

***Student Satisfaction Analysis***

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).

6. Analyze survey responses and answer the following questions:

A) What did students perceive as your major strengths?

B) What did students perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?

*(Include a copy of the survey summary and a blank survey in the ~~portfolio’s~~Documentation Log’s Learning Environment section.)*

## ~~Portfolios/Document~~ Documentation Logs

Artifacts of a teacher’s performance can serve as valuable and insightful data source for documenting the work that teachers actually do~~.~~, how they support student growth, and how they contribute to their own professional growth and development. When teachers reflect on their own work as they add artifacts to a Documentation Log, it encourages them to consider their own strengths and areas for improvement as they continue to grow and improve their professional teaching practices. ~~These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the teachers’ own documentation of their work by various names, but their purpose is essentially the same – to provide evidence of teaching excellence.~~ The items included provide evaluators with information they likely would not observe during the course of a typical classroom visit. They also provide the teacher with an opportunity for self-reflection, demonstration of quality work, and are a basis for two-way communication with an evaluator. The emphasis is on the *quality* of work, not the *quantity* of materials presented.

Some items may be required by the school division; however, other documents may be included upon evaluator request and/or teacher choice. School divisions should make their expectations known as far as the number and type of artifacts to be submitted. Specifically, the Documentation Log is a work in progress and should be a “natural harvest” of the artifacts that result from the day-to-day work of the teacher. Artifacts should not be created solely for the purpose of evaluation. A single artifact may provide evidence toward multiple performance standards; therefore, it is important that the teacher identify the performance standard(s) to which the artifact relates. It also is helpful to provide a brief reflection so that the evaluator understands the context surrounding the artifact. Some school divisions find it helpful to ask teachers to reflect on a set of prompts for each artifact, such as: 1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth?

## ~~Portfolios~~

~~The professional portfolio is an organized collection of work that demonstrates the educator’s skills, talents, and accomplishments for the evaluation cycle. It contains a broader, more comprehensive collection of material than does a document log, and the selection of material to be included is often at the discretion of the teacher. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting division teaching standards and is therefore an important part of the evaluation process. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry. If student work samples are used in the portfolio, all personally identifiable information should be removed. The portfolio is an official document that is maintained by the teacher and reviewed periodically by the evaluator. It is the property of the teacher and follows the teacher when work assignments change.~~

~~Portfolios are an important element of an evaluation system because they allow evaluators to get a more accurate portrait of a teacher’s performance, while assisting teachers in monitoring and improving their own performances, which in turn, can result in better instructional delivery and learning opportunities for students.[[48]](#endnote-44) They also help in making the instructional relationship between a teacher’s lesson plans, student work, and assessments clear.[[49]](#endnote-45) Tucker, Stronge, and Gareis (2002) discussed the beneficial nature of portfolios pointing out:~~

~~Teacher portfolios are appealing for many reasons, including their authentic nature, recognition of the complex nature of teaching, encouragement of self-reflection, and facilitation of collaborative interaction with colleagues and supervisors. In addition, the inherent flexibility and adaptability of portfolios makes them an attractive vehicle for a range of purposes, particularly professional growth and evaluation .… Portfolios embody professionalism because they encourage the reflection and self-monitoring that are hallmarks of the true professional.[[50]](#endnote-46)~~

~~The amount of material that can be collected for a portfolio is limited to the size of a binder -- generally a 1.5-inch three-ring binder -- thus, the employee must be selective. The portfolio should include only material that is applicable for the individual teacher’s evaluation cycle. The division should provide the guidelines for the portfolio as well as the physical notebook, cover, and dividers to create it.~~

~~There are several key features of a quality teaching portfolio:~~

* ~~It is grounded in the professional teaching standards.~~
* ~~Artifacts of teacher and student work are selected purposefully to document teacher responsibilities accurately.~~
* ~~It includes reflection on what the artifacts mean and how the teacher learned from them.[[51]](#endnote-47)~~

## ~~Performance Artifacts~~

~~Performance artifacts are “the products and by-products of teaching that demonstrate a teacher’s performance. They are the raw materials on which teachers reflect and from which they learn.”[[52]](#endnote-48) Artifacts are not created solely for a portfolio or document log, but are readily reviewed in portfolio/document log form. They should provide evidence of one or more of the teacher performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Figure 3.3 offers suggestions for creating captions.~~

~~Figure 3.3:~~ *~~Artifact Captions~~*

|  |
| --- |
| ~~Descriptive title of the artifact~~  ~~Performance standard documented by the artifact~~  ~~Date created~~  ~~Who created the artifact~~  ~~Brief description of the context in which the artifact was used~~  ~~Additional commentary by the teacher (if desired)[[53]](#endnote-49)~~ |

## ~~Tips on Creating a Portfolio~~

~~The professional portfolio:~~

* ~~is a work in progress and should be continually maintained throughout the evaluation period;~~
* ~~should be user-friendly (neat, organized);~~
* ~~includes a brief description or explanation for each entry;~~
* ~~contains appropriate documentation based on contract status (i.e., probationary teachers, teachers with continuing contract);~~
* ~~contains the items the teacher wishes to present to your evaluator, but will not be graded. The teacher will have full responsibility for contents, pacing, and development;~~
* ~~is limited to items that will fit within the binder. Larger items can be photographed or photocopied for inclusion. Artifacts that do not fit in the binder (e.g., video or audio tapes) may be submitted, if agreed to by the evaluator in advance; and~~
* ~~should contain summary information and analysis whenever possible.~~

## ~~Implementing Portfolios~~

~~Initially, teachers may be hesitant to begin keeping a portfolio. Tucker, Stronge, and Gareis (2002) point out that implementing the use of portfolios is a cyclical, not a linear, process. They offer several considerations to ensure effective implementation (see Figure 3.4).~~

~~Figure 3.4:~~ *~~Suggestions for Implementing Portfolios~~*

|  |
| --- |
| *~~Enlist volunteers~~*~~: To make a change requires change agents. Find an initial cadre of teachers who are open to creating portfolios and are willing to become advocates for the initiative.~~  *~~Start small~~*~~: Creating portfolios requires a time investment and thus buy-in from the teachers. By starting with a small group of teachers and gradually increasing the numbers, a school may be better able to cultivate acceptance of the portfolio initiative.~~  *~~Offer incentives and provide support~~*~~: Provide the necessary moral and material support to encourage teachers to willingly participate in initiating portfolios. Freeing up time to allow teachers to create portfolios is key.~~  *~~Study examples of best practice~~*~~: Determine what has not worked in your own evaluation system and what aspects of a teacher portfolio are important to addressing these shortfalls. Find out what has been successful in regard to implementing portfolios in other schools.~~  *~~Allow time for change~~*~~: Acceptance by stakeholders, internal and external factors, and a variety of other issues make implementation of teacher portfolios a lengthy process. School divisions which have successfully implemented teacher portfolios report that the process can take over two years.~~  *~~Provide training~~*~~: Both teachers and their evaluators need to be familiar with the portfolio system. Consider creating a portfolio handbook to explain the process, expectations, timelines, and format.~~    *~~Conduct field tests and refine the portfolio process~~*~~: Prior to implementing any high-stakes consequences, make sure the portfolio is manageable for the teachers tasked to create it. Is the format realistic? Are all relevant performance responsibilities addressed? Is the timeline feasible? Feedback from the initial implementers should be addressed to make the portfolio system more usable, feasible, accurate, and fair.~~  *~~Communicate and collaborate~~*~~: Implementing a portfolio system is a multi-year process that involves an increasing number of stakeholders. As such, two-way communication is crucial to address expectations and concerns, and thus receive buy-in for the initiative. Collaboration among the stakeholders is an important way to gain the feedback which is necessary to refine the portfolio system.~~  *~~Evaluate the use of portfolios after implementation~~*~~: Evaluation of the portfolio system should be ongoing. Surveys and focus groups provide useful avenues to determine what is working with the portfolio system and what needs to be adjusted.~~ |

**~~Document Logs~~**

~~Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division.~~ For probationary teachers and for teachers on *Performance Improvement Plans* (see Part 6), the ~~document log~~ Documentation Log contains items relevant to a single evaluation year. A new ~~document log~~ Documentation Log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the ~~document log~~ Documentation Log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it is clear which school year it represents (for example: ~~2010-2011~~ 2020-2021 Communication Log~~Parent Contact Log~~).

**Sample Documentation**

~~Suggested~~ Sample documentation for each of the ~~seven~~eight performance standards is listed below. This listing is not intended to imply that these are required artifacts; rather, school divisions have the prerogative to refine this list. As noted above, school divisions may determine the number and types of artifacts to be submitted. Additionally, Documentation Log requirements may be differentiated based on the status of the teacher (e.g., novice teachers, experienced teachers, teachers on performance improvement plans).

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

|  |
| --- |
| ~~Summary of a plan for integrating instruction~~  ~~Class profile~~  Journal/notes that represent reflective thinking and professional growth  Annotated list of instructional activities for a unit  Annotated photographs of teacher-made displays used in instruction  Annotated samples or photographs of instructional materials created by the teacher  Transcripts of coursework  Annotated Professional Development certificates  Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)  Summary of consultation with appropriate staff members regarding special needs of individual students |

**2. Instructional Planning:** *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, ~~effective strategies, resources, and data~~ student data, and engaging and research strategies and resources to meet the needs of all students.*

|  |
| --- |
| ~~Course syllabus~~  ~~Lesson plan~~  ~~Intervention plan~~  ~~Substitute lesson plan~~  Differentiation in lesson planning and practice  Analysis of classroom assessment  Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives  Evidence of using data about student learning to guide planning and instruction |

**3. Instructional Delivery**: *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to ~~effectively engages students in learning by using a variety of instructional strategies in order~~ to meet individual learning needs.*

|  |
| --- |
| Samples of handouts/presentation visuals  ~~Technology samples on disk~~  Annotated photographs of class activities  Video/audio samples of instructional units |

**4. Assessment of/~~and~~ for Student Learning:** *The teacher systematically gathers, analyzes, and uses all relevant data to measure student ~~academic~~ progress, guide instructional content and delivery methods, and provide timely feedback to both students, ~~and~~ parents/caregivers, and other educators, as needed. ~~throughout the school year~~.*

|  |
| --- |
| Brief report describing your record-keeping system and how it is used to monitor student academic progress  ~~Copy of teacher-made tests and other assessment measures~~  Copy of scoring rubric used for a student project  Summary explaining grading procedures  Photocopies or photographs of student work ~~with written comments~~  Copy of students’ journals of self-reflection and self-monitoring  Samples of formative and summative assessments  Graphs or tables of student results  Samples of educational reports, progress reports, or letters prepared for parents/caregivers or students  Disaggregated analysis of student achievement scores on standardized test  Evidence of the use of baseline and periodic assessments |

**5. Learning Environment:** *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

|  |
| --- |
| ~~Student Survey Summary~~ *~~(for teachers of students in grades 1-12~~*~~)~~  List of classroom rules with a brief explanation of the procedures used to develop and reinforce them  Explanation of behavior management philosophy and procedures  Diagram of the classroom with identifying comments  Diagram of alternative classroom arrangements used for special purposes with explanatory comments  Schedule of daily classroom routines  ~~Explanation of behavior management philosophy and procedures~~  *Student Survey Summary Form* (for teachers of students in grades 1-12) |

**6. Culturally Responsive Teaching and Equitable Practices**

*The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.*

| Samples of culturally-diverse and inclusive instructional materials  ~~Titles of culturally-diverse texts students read/analyze/discuss~~  ~~Differentiated projects~~  ~~Examples of different ways to demonstrate learning~~  Samples of communication materials that are inclusive of the language, dialects, cultural, social and literacy needs of all students  Samples of connecting learning objectives to the social and cultural diversity of students  Equity audit of instructional materials and resources  Differentiated supports and lessons  Examples of different ways for students to demonstrate content knowledge and understanding  Evaluation of: Academic Growth Data (including language proficiency for ELs), SEL Supports, Gap Data (including academic achievement, ID for supports or Giftedness), and/or Discipline Data. |
| --- |

**~~6~~7,: Professionalism**

*The teacher ~~maintains~~ demonstrates a commitment to professional ethics, collaborates and communicates ~~effectively~~appropriately, and takes responsibility for ~~and participates in~~ personal professional growth that results in ~~enhanced~~ the enhancement of student learning.*

*.*

|  |
| --- |
| ~~Résumé~~  ~~Documentation of presentations given~~  Example of collaborative work with peers  Certificates or other documentation from professional development activities taken or given~~completed~~ (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.)  Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.  Samples of communication with students, parents/~~guardians~~caregivers, and peers  Instructional leadership or research projects  Work done in support of state and national organizations |

**~~7~~8. Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

|  |
| --- |
| ~~Student Achievement Goal Setting Form~~  ~~Chart of student academic progress throughout the year~~  Analysis of grades for the marking period  ~~Log of collegial collaboration~~  ~~Documentation of meeting established annual goals~~  Test critique  Table of key knowledge and skills which indicates level of student mastery  Student progress data, if available  Data on student achievement from other valid, reliable sources  *Student Achievement Goal Setting Form*  Chart of student academic progress throughout the year  Documentation of meeting established annual goals |

It is important that the evaluator understand which artifacts the teacher is submitting for specific standards. If the artifact is submitted electronically, it is important to annotate the artifact with the performance standard(s) for which the artifact provides evidence and any desired reflection statements. If submitting in hard-copy, teachers may use the sample Documentation Log cover sheet provided on the next page.

## ~~Sample Portfolio Templates~~

~~A sample of the table of contents for a portfolio is provided on the next page. The teacher should complete a table of contents for each performance standard including the activity names and any comments and place the artifacts immediately behind it.~~

***~~Standard 1: Professional Knowledge~~***

***~~Standard 2: Instructional Planning~~***

***~~Standard 3: Instructional Delivery~~***

***~~Standard 4: Assessment of and for Student Learning~~***

***~~Standard 5: Learning Environment~~***

***~~Standard 6: Professionalism~~***

***~~Standard 7: Student Academic Progress~~***

**SAMPLE: Documentation Log Cover Sheet**

*Directions: Teachers may use this cover sheet to list the evidence they are submitting for each performance standard as well as any reflections on the artifacts. Examples of questions on which to reflect include:* *1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth? Administrators may add feedback as well.*

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Performance Standard** | **Evidence Included** | **Teacher Reflection Comments\*** | **Administrator Feedback** |
| --- | --- | --- | --- |
| **Professional Knowledge** |  |  |  |
| **Instructional Planning** |  |  |  |
| **Instructional Delivery** |  |  |  |
| **Assessment of/for Student Learning** |  |  |  |
| **Learning Environment** |  |  |  |
| **Culturally**  **Responsive**  **Teaching** |  |  |  |
| **Professionalism** |  |  |  |
| **Student**  **Academic**  **Progress** |  |  |  |

*\*Teachers are strongly encouraged to reflect on their artifacts although this is optional based on school division policy. School divisions may modify this form to allow teachers to provide reflections, either on the actual artifact or via electronic platform tools.*

~~Sample: Table of Contents Page 1 of 1~~

**~~SAMPLE: Table of Contents~~**

|  |  |
| --- | --- |
| **~~Standard \_\_\_\_\_~~** | |
| **~~Activity Name~~** | **~~Teacher Comments (Optional)~~** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Self-~~E~~evaluation**

Self-evaluation is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement.[[54]](#endnote-50) When teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.[[55]](#endnote-51) Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. A sample *Teacher Self-Evaluation Form* is provided on the following pages.

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers’ control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Teachers should consider all relevant information, including previous feedback from their evaluator, previous survey results, and student growth measures. ~~Aiarasian and Gullickson (1985) offered several strategies to enhance teachers’ self-evaluation (see Figure 3.5).~~

~~Figure 3.5:~~ *~~Strategies to Enhance Self-Evaluation~~*

|  |
| --- |
| ***~~Self-reflection tools~~***~~: These involved check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.~~ |
| ***~~Media recording and analysis~~***~~: Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher’s performance.~~ |
| ***~~Student feedback~~***~~: Surveys, journals, and questionnaires can provide a teacher with the students’ perspective.~~ |
| ***~~Teacher portfolio~~***~~: Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolio.~~ |
| ***~~Student performance data~~***~~: Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth.~~ |
| ***~~External peer observation~~***~~: Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher’s behavior.~~ |
| ***~~Journaling~~***~~: Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.~~ |
| ***~~Collegial dialogue/experience sharing/joint problem solving~~***~~: By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst for them to examine their own practices.[[56]](#endnote-52)~~ |

Sample: Teacher Self-Evaluation Form

**SAMPLE Teacher Self-Evaluation Form**

*Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on ~~each~~ one or more performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.*

**Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **1. Professional Knowledge**  *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |
| **2. Instructional Planning:** *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, ~~effective strategies, resources, and data~~ student data, and engaging and research strategies and resources to meet the needs of all students.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |
| **3. Instructional Delivery**: *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and ~~effectively engages students in learning by using a variety of instructional strategies in order~~ to meet individual learning needs.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |

Sample: Teacher Self-Evaluation Form

|  |
| --- |
| **4. Assessment of/~~and~~ for Student Learning:** *The teacher systematically gathers, analyzes, and uses all relevant data to measure student ~~academic~~ progress, guide instructional content and delivery methods, and provide timely feedback to ~~both~~ students, ~~and~~ parents/caregivers, and other educators, as needed. ~~throughout the school year~~.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |
| **5. Learning Environment**  *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |
| **6: Culturally Responsive Teaching and Equitable Practices**  *The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |
| **~~6~~7,: Professionalism**  *The teacher ~~maintains~~ demonstrates a commitment to professional ethics, collaborates and communicates ~~effectively~~appropriately, and takes responsibility for ~~and participates in~~ personal professional growth that results in ~~enhanced~~ the enhancement of student learning.*  *.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |
| **~~7~~8. Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*  **Areas of strength:**  **Areas needing work/strategies for improving performance:** |

## Part 4: Connecting Teacher Performance

## to Student Academic Progress

~~Despite the preponderance of evidence that the most important school-related factor in students’ education is the quality of their teachers, teacher evaluation frequently ignores the results of teaching – student learning.[[57]](#endnote-53) Schalock, Schalock, Cowart, and Myton (1993) stated that if the purpose of teaching is to nurture learning, then both teachers and schools as a whole should be judged for their effectiveness on the basis of what and how much students learn.[[58]](#endnote-54) Using student academic progress (as a measure of student achievement) to inform teacher evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement. Research strongly supports the argument that ineffective teachers negatively impact students’ learning while effective teachers lead to higher student achievement~~ ~~growth.~~

~~In addition, linking student academic progress with teacher evaluation offers significant potential because progress:~~

* ~~provides an objective measure of teacher effectiveness and recognizes that students bring different levels of achievement to each classroom;~~
* ~~can serve as meaningful feedback for instructional improvement;~~
* ~~can serve as a barometer of success and a motivation tool; and~~
* ~~is derived from student assessment and is an integral facet of instruction.[[59]](#endnote-55)~~

## ~~Why Connect Teacher Performance to Student Academic Progress?~~

~~There are many reasons for including student academic progress in achievement information as part of the teacher evaluation process.~~

* ~~There is an abundant research base substantiating the claim that teacher quality is the most important school-related factor influencing student achievement.[[60]](#endnote-56)~~
* ~~Using measures of student learning in the evaluation process provides the “ultimate accountability” for educating students.[[61]](#endnote-57)~~
* ~~Another requirement for the fair determination of learning gains is a defensible methodology for analyzing measures of student learning. Note: while various applications that currently are available have been carefully and thoughtfully developed and tested with the best psychometric elements considered, there are no applications that are perfect.[[62]](#endnote-58)~~
* ~~The variance in student achievement gains explained by teacher effects is greater in low socio-economic status schools than in high socio-economic status schools.[[63]](#endnote-59)~~

~~Furthermore, there are several other compelling findings related to the impact a teacher’s effectiveness has on students:~~

* ~~A teacher in the 90~~~~th~~ ~~percentile of effectiveness can achieve in half a year what a teacher at the 10~~~~th~~ ~~percentile can do in a full year.[[64]](#endnote-60)~~
* ~~Teachers who were highly effective in producing higher-than-expected student achievement gains (top quartile) in one end-of-course content test (reading, mathematics, science, and social studies) tended to produce top quartile residual gain scores in all four content areas. Teachers who were ineffective (bottom quartile) in one content area tended to be ineffective in all four content areas.[[65]](#endnote-61)~~
* ~~The variance of teacher effects in mathematics is much larger than that in reading, possibly because mathematics is learned mostly in school and, therefore, may be more directly influenced by teachers. This finding also might be a result of greater variation in how well teachers teach mathematics.[[66]](#endnote-62)~~

~~Several of the studies shown in Figure 4.1 have examined this variability.~~

~~Figure 4.1:~~ *~~Student Achievement Accounted for by Teacher Effects[[67]](#endnote-63)~~*

|  |  |
| --- | --- |
| **~~Study~~** | **~~Approximate Variability in Student Achievement Explained by Teacher Effectiveness~~** |
| ~~Goldhaber (2002)~~ | ~~8.5 percent~~ |
| ~~Heistad (1999)~~ | ~~9.2 percent~~ |
| ~~Nye, Konstantopoulos, & Hedges (2004)~~ | ~~7-21 percent~~ |
| ~~Rivkin, Hanushek, & Kain (2005)~~ | ~~15 percent~~ |
| ~~Munoz & Chang (2007)~~ | ~~14 percent~~ |

~~Looking at it another way, Figure 4.2 shows just how large an impact on student achievement effective teachers can have over ineffective teachers.~~

~~Figure 4.2:~~ *~~Comparative Impact of Effective Versus Ineffective Primary Grade Teachers[[68]](#endnote-64)~~*

|  |  |
| --- | --- |
| **~~Teacher Effectiveness Level~~** | **~~Comparative Impact on Student Achievement~~** |
| ~~Reading: 25~~~~th~~ ~~vs. 75~~~~th~~ ~~percentile teacher~~ | ~~+0.35 Standard Deviation~~ |
| ~~Math: 25~~~~th~~ ~~vs. 75~~~~th~~ ~~percentile teacher~~ | ~~+0.48 Standard Deviation~~ |
| ~~Reading: 50~~~~th~~ ~~vs. 90~~~~th~~ ~~percentile teacher~~ | ~~+0.33 Standard Deviation~~ |
| ~~Math: 50~~~~th~~ ~~vs. 90~~~~th~~ ~~percentile teacher~~ | ~~+0.46 Standard Deviation~~ |

***~~Note~~****~~:~~* ~~To illustrate the conversion of a standard deviation into percentiles, if a student started at the 50~~~~th~~ ~~percentile on a pre-test and her performance increased by 0.50 standard deviation on the post-test, the student would have a score at approximately the 67~~~~th~~ ~~percentile -- a gain of 17 percentile points.~~

## ~~Implementation Concerns~~

~~When deciding to include student academic progress in teacher evaluation, schools need to be aware of several implementation concerns:~~

* ~~The use of student learning measures in teacher evaluation is novel for both teachers and principals. Thus, there may be initial resistance to this change in evaluation practices.~~
* ~~The impact on student learning must be assessed in multiple ways over time, not by using just one test, to reliably and accurately measure teacher influence.~~
* ~~Testing programs in many states and school districts do not fully reflect the taught curriculum, and it is important to choose multiple measures that reflect the intended curriculum.~~
* ~~While the Virginia Department of Education is providing progress (value) table data, there are multiple ways of measuring student academic progress. It may be appropriate to use student achievement in the context of goal setting as an additional measure. It is unclear what the fairest and most accurate methodology is for determining gains.[[69]](#endnote-65)~~

Over the past decade, there has been a national imperative to reform teacher evaluation systems, spurred both by federal policy initiatives, state statutory and policy decisions, and local policy. With the advent of Race to the Top in 2009 and other policy initiatives over the past many years, states and districts were propelled to redesign their teacher evaluation systems, particularly to include multiple measures of teacher effectiveness such as standardized classroom observations, measures of student growth, student surveys, and teacher artifacts. The new-at-the-time teacher evaluation systems were intended to evaluate both the process and outcomes of teaching. By 2015, all 50 states and the District of Columbia had policies for performance-based teacher evaluation and 43 of them mandated the incorporation of student achievement data in these evaluations.[[70]](#endnote-66)  In 2015, as we transitioned from No Child Left Behind to the Every Student Succeeds Act (ESSA), there was no longer the same level of focus on student achievement growth as part of the measurement of teacher effectiveness. The 2015 law, ESSA, reduced federal oversight and gave states more control over their accountability systems.[[71]](#endnote-67) As a consequence, states and local schools systems have started to loosen the restraints on teacher evaluation and, instead, elevate the importance of professional development for teachers. However, given the undeniable influence of teachers on student success, teacher quality still is considered the key instrument in improving student outcomes. Additionally, many previous efforts to reform teacher evaluation are already institutionalized in public schools and, to varying degrees, likely will remain as safeguards for teaching quality.

Compelling reasons for including student academic progress in teacher evaluation process include the following:

* Abundant research substantiates the claim that teacher quality is the most important school-related factor influencing student achievement.[[72]](#endnote-68)
* Growing evidence and recognition that, while not without technical flaws in their present state, student growth approaches to teacher evaluation offer convincing evidence and defensible methodologies regarding the influence of the classroom teacher on student learning.[[73]](#endnote-69)
* Teacher effectiveness varies among teachers, and that variability needs to be identified in teacher evaluation.
* Teacher evaluation should not be about only the *process* of teaching but also should address the *outcomes* of teaching.

Student growth measures can be a valuable source of data in teacher evaluation. Nonetheless, various concerns should be carefully considered. To begin, the inclusion of any measures of direct student performance – especially if student performance is tied directly to performance on a designated achievement or performance test – may cause increased pressure on teachers to teach to the test, reduce instructional depth, and foster instruction targeted primarily toward students whose test scores are likely to improve, therefore causing teachers to avoid serving students and schools that are socioeconomically disadvantaged and, probably, high-performing students as well whose scores approach the ceiling effect of achievement assessments.[[74]](#endnote-70) Other criticisms related to using student achievement data in teacher evaluation include:

* Students’ learning ability, home and peer influence, motivation, and other influences are powerful in affecting achievement. It is challenging to disentangle a teacher’s impact from the influence of pre-existing student differences. Measures of student growth typically measure correlation, not causation. Consequently, achievement data cannot answer with precision the degree to which student learning is attributed to students, teachers, or other factors.[[75]](#endnote-71)
* The quality of student achievement data is uncertain. In order for a teacher to be accurately evaluated on the basis of his or her students’ academic performance, it is crucial that the student performance assessment being used is high quality and comprehensive of what is being taught. Student performance measures must be valid, reliable, useful for diagnosis, stretchy enough to allow growth for both low- and high-performing learners, equitable and comparable.[[76]](#endnote-72)
* Student growth scores may provide teachers and administrators with information on their students’ performance and identify areas where improvement is needed; however, they do not provide information on how to improve the actual teaching. In addition, teachers’ student growth scores can change drastically from year to year or when a different model or test is used.[[77]](#endnote-73)
* Teachers perceive that the inclusion of student achievement data in evaluation systems lacks clarity and transparency. There are confusion and misinformation regarding the extent to which student growth contributes to teachers’ overall evaluation score as well as the extent to which student growth models control for outside influences such as mobility and poverty (Jiang, Sporte, & Luppescu, 2015).
* The integration of student achievement into evaluation is associated with teacher stress and job dissatisfaction. Also, educator collaboration is decreasing while competition is increasing since teachers are held accountable for the learning of students and do not want to release their students to the care of other professionals.[[78]](#endnote-74)

In spite of the controversies around including measures of student growth in teacher evaluation, many schools already have established the infrastructure of collecting, storing, and analyzing longitudinal student data. Student progress data can continue to serve as one source of evidence of teacher performance.

## Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Article 2, §22-1.293 of the *Code of Virginia*: Teachers, Officers and Employees, states, in part, the following:

C. A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to his supervision. Principals must have received training, provided pursuant to § [22.1-253.13:5](http://law.lis.virginia.gov/vacode/22.1-253.13:5/), in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress, prior to submitting such recommendations. Assistant principals and other supervisory personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.

Article 2, §22.1-295 states, in part, the following:

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.

## Methods for Connecting Student Performance to Teacher Evaluation

The *Guidelines for Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard ~~7~~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 the multiple lowest weighted standards. There are three key points to consider in this model:

1. Student learning should be determined by multiple measures of student academic progress.
2. Progress (value) table data as provided from the Virginia Department of Education may be used when the data are available and can be used appropriately. It may be appropriate to use student achievement in the context of goal setting as an additional measure.
3. One or more alternative measures with evidence that the alternative measure is valid should be used in teacher evaluation. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

It is important to understand that less than 30 percent of teachers in Virginia’s public schools will have a direct measure of student academic progress available based on Standards of Learning assessment results. When the state-provided progress measure *is* available, it is important that the data be reviewed for accuracy and appropriateness before including in a teacher’s performance evaluation. Guidance for applying progress table data to teacher performance evaluation is provided in Figure 4.3. ~~It is important to recognize that, there must be~~ ~~a~~Additional measures for all teachers must be included to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state, and to ensure that more than one measure of student academic progress can be included in all teacher’s evaluations. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

In choosing measures of student academic progress, schools and school divisions should consider individual teacher and schoolwide goals, and align performance measures to the goals. In considering the association between schoolwide goals and teacher performance, it may be appropriate to apply the state growth measure -- progress tables -- as one measure of progress for teachers who provide support for mathematics or reading instruction. For example, progress table data could be applied at the school level, grade level, department, sub-group, or by the individual teacher as one of multiple measures for documenting student academic progress. This would be appropriate only if all teachers were expected to contribute directly to student progress in mathematics or reading. Ultimately, the choice of how to apply progress table data to teachers who are supporting mathematics and reading achievement would be a local one; it is critical that decisions to apply progress table data to support teachers as part of their evaluation must be made in a manner that is consistent with individual, school or school division goals.

In considering schoolwide goals, school leaders could decide that all teachers would be evaluated, in part, based on state-provided progress table data. An example of an appropriate application of the progress table data is presented in the box below.

|  |
| --- |
| If a school was focused on schoolwide improvement in mathematics, the leadership might identify strategies that enable all instructional personnel -- including resource teachers -- to incorporate into their classroom instruction that supports schoolwide growth in mathematics. In this situation, the school also may choose to incorporate the progress table data in mathematics as an indicator of progress for teachers who are responsible for supporting mathematics instruction, as well as other progress indicators such as those developed through student goals based on content specific goals (e.g., student achievement goals developed for learning in music class). Teachers who have primary responsibility for providing mathematics instruction (primary classroom teachers) incorporate the progress table data from students in their classes and another measure of student academic progress as indicators of progress documented to meet Standard ~~7~~8. |

Other measures of student academic progress are critical for determining teacher impact on performance. To the extent possible, teachers and administrators should choose measures of student academic progress that are based on validated quantitative measures, and provide data that reflect progress in student learning. Validated assessment tools that provide quantitative measures of learning and achievement should be the first choice in measuring student academic progress. Often, a combination of absolute achievement, as measured by nationally validated assessments and goal setting (described later in this document) is appropriate.

There also are teachers for whom validated achievement measures are not readily available. In these situations, student goal setting provides an approach that quantifies student academic progress in meaningful ways and is an appropriate option for measuring student academic progress.

Figure 4.~~3~~1: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Teacher Performance Evaluations*

| **Teachers** | **Application of Progress Table Data** | **Other Student Academic Progress Measures** |
| --- | --- | --- |
| Teachers of reading and mathematics for whom progress table data are available | Progress table data may be used when:   * data from students are representative of students taught[[79]](#endnote-75); and * data from two consecutive years are available. | Other measures of student academic progress:   * Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. * Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). |
| Teachers who support instruction in reading and mathematics for whom progress table data are available | When aligned to individual or schoolwide goals, progress tables at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level) may be used when data are representative of students taught; and are available for two consecutive years:   * Decisions about the application of progress table data for support teachers must be made locally. * Depending on schoolwide goals, it is possible that all instructional personnel in a school are considered support teachers. | Measures of student academic progress other than the progress table data, depending on the application of this data to teachers who support mathematics and reading instruction:   * Quantitative measures already available in the school that are validated and provide valid measures of student academic growth (as opposed to absolute achievement) should be given priority in evaluation. * Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). * To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation. |
| Teachers who have no direct or indirect role in teaching reading or mathematics in grades where progress table data are available | Not applicable | Measures of student academic progress other than the progress table data:   * Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. * Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). * To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation. |

Teachers and administrators need to determine the applicability of progress table data to the evaluation of teachers who teach disproportionately large numbers of students for whom no progress table data are available. Students without progress table data will include those who: transferred into their classroom from out of state or late in the school year, do not have two consecutive years of failing SOL test scores, or have earned sufficiently high scores on the SOL test that the progress table data was not provided. In situations in which a significant proportion of students taught do not have progress table data, this measure of student progress would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 8 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 8.

**Goal Setting for Student Achievement**

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting* is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A value-added -- or gain score -- approach can be used that documents their influence on student learning. Simply put, a value-added assessment system can be summarized using the equation in Figure 4.~~4~~2.

Figure 4. ~~4~~2 *Student Achievement Goal Setting Equation*

|  |
| --- |
| Student Learning End Result  - Student Learning Beginning Score  Student Gain Score |

## 

## ~~Why Student Achievement Goal Setting?~~

~~Teachers have a definite and powerful impact on student learning and academic performance.[[80]](#endnote-76) The purposes of goal setting include focusing attention on students and on instructional improvement based on a process of determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year (or a specific period time). More specifically, the intent of student achievement goal setting is to:~~

* ~~make explicit the connection between teaching and learning;~~
* ~~make instructional decisions based upon student data;~~
* ~~provide a tool for school improvement;~~
* ~~increase the effectiveness of instruction via continuous professional growth;~~
* ~~focus attention on student results; and ultimately~~
* ~~increase student achievement.[[81]](#endnote-77)~~

## ~~Goal Setting Process~~

~~Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 4.5 depicts these steps.~~

~~Figure 4.5:~~ *~~Student Achievement Goal Setting Process~~*~~[[82]](#endnote-78)~~

~~Step 4: Monitor student academic~~

~~progress through ongoing formative assessment~~

~~Step 1:~~

~~Determine Needs~~

~~Step 2:~~

~~Create specific learning goals based on pre-assessment~~

~~Step 5:~~

~~Determine student achievement goal attainment~~

~~Step 3:~~

~~Create and implement teaching and learning strategies~~

~~Each teacher, using the results of an initial assessment, sets an annual goal~~~~[[83]](#endnote-79)~~ ~~for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The~~ *~~Goal Setting for Student Academic Progress Form~~* ~~(shown on pages 50-51) may be used for developing and assessing the annual goal. Student academic progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and~~ *~~the measurable difference~~*~~.~~

~~Appropriate measures of student learning gains differ substantially based on the learners’ grade level, content area, and ability level. The following measurement tools are appropriate for assessing student academic progress:~~

* ~~criterion-referenced tests;~~
* ~~norm-referenced tests;~~
* ~~standardized achievement tests;~~
* ~~school adopted interim/common/benchmark assessments; and~~
* ~~authentic measures (e.g., learner portfolio, recitation, performance).~~

~~In addition to teacher-generated measures of student performance gains, administrators may conduct schoolwide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.~~

## 

## ~~Developing Goals~~

~~Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 4.6) is a useful way to self-assess a goal’s feasibility and worth.~~

~~Figure 4.6:~~ *~~Acronym for Developing Goals~~*

|  |
| --- |
| **~~S~~**~~pecific: The goal is focused, for example, by content area, by learners’ needs.~~  **~~M~~**~~easurable: An appropriate instrument/measure is selected to assess the goal.~~  **~~A~~**~~ppropriate: The goal is within the teacher’s control to effect change.~~  **~~R~~**~~ealistic: The goal is feasible for the teacher.~~  **~~T~~**~~ime limited: The goal is contained within a single school year.~~ |

## ~~Submission of the Goal Setting for Student Academic Progress Form~~

~~Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year teachers are responsible for submitting their goals to their evaluator within the first month of the school year.~~

## 

## ~~Mid-Year Review of Goal~~

~~A mid-year review of progress on the goal is held for all teachers. At the principal’s discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to March 1. It is the principal’s responsibility to establish the format and select the time of the review.~~

## ~~End-of-Year Review of Goal~~

~~By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. A teacher may find it beneficial to draft the next year’s goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year’s testing data or exam scores.~~

## ~~Goal Setting Form Explanation~~

~~The following describes the sections of the~~ *~~Goal Setting for Student Academic Progress Form~~* ~~found on pages 51-52.~~

1. ***~~Setting:~~*** ~~Describe the population and special circumstances of the goal setting.~~
2. ***~~Identify the content area:~~*** ~~The area/topic addressed based on learner achievement, learner or program progress, or observational data.~~
3. ***~~Provide baseline data:~~*** ~~Determine the learners’ baseline data (where they are now) using the following process:~~

* ~~collect and review data;~~
* ~~analyze the data;~~
* ~~interpret the data; and~~
* ~~determine needs.~~

~~IV.~~ ***~~Write goal statement:~~*** ~~What do you want learners to accomplish?~~

* ~~Select an emphasis for your goal, focusing on the classroom/teacher level.~~
* ~~Develop an annual goal.~~

~~V.~~ ***~~Means for attaining the goal:~~*** ~~Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in Figure 4.7.~~

~~VI.~~ ***~~Mid-year review:~~*** ~~Accomplishments after the second quarter student interim progress reports are issued, but prior to the end of the semester. If needed, make adjustments to the professional development strategies, etc.~~

~~VII.~~ ***~~End-of-year data results:~~*** ~~Accomplishments at the end of the year.~~

~~Figure 4.7:~~ *~~Strategies to Improve Student Learning[[84]](#endnote-80)~~*

|  |
| --- |
| ***~~Learning Strategies include:~~***   * ~~Modified teaching/work arrangement;~~ * ~~Cooperative planning with master teachers, team members, department members;~~ * ~~Demonstration lessons/service delivery by colleagues, curriculum specialists,~~   ~~teacher mentors;~~   * ~~Visits to other classrooms;~~ * ~~Shared instructional materials;~~ * ~~Use of instructional strategies (e.g., differentiation, interactive planning);~~ * ~~Focused classroom observation;~~ * ~~Development of curricular supplements;~~ * ~~Completion of workshops, conferences, coursework; and~~ * ~~Co-leading; collaborative teaching.~~ |

SAMPLE: Goal Setting for Student Academic Progress Form

**SAMPLE Goal Setting for Student Academic Progress Form**

*Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.*

**Teacher’s Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade/Subject** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School Year** \_\_\_\_ **-** \_\_\_\_

**Evaluator’s Name***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Initial Goal Submission (due by*** *\_\_\_\_\_\_\_\_\_\_\_\_\_* ***to the evaluator)***

|  |  |  |
| --- | --- | --- |
| ***I. Setting*** *(Describe the population*  *and special learning*  *circumstances.)* |  | |
| ***II. Content/Subject/Field Area***  *(The area/topic addressed based*  *on learner achievement, data*  *analysis, or observational data)* |  | |
| ***III. Baseline Data*** *(What does the*  *current data show?)* | *Data attached* | |
| ***IV. Goal Statement*** *(Describe what*  *you want learners/program to*  *accomplish.)* |  | |
| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)* | | |
| **Strategy** | **Evidence** | **Target Date** |
|  |  |  |
|  |  |  |
|  |  |  |

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAMPLE: Goal Setting for Student Academic Progress Form

|  |  |
| --- | --- |
| ***VI. Mid-Year Review*** *(Describe goal progress and other relevant data.)* | *Mid-year review conducted on\_\_\_\_\_\_\_\_\_\_\_\_*  *Initials: \_\_\_\_\_(teacher) \_\_\_\_\_(evaluator)* |
| *Data attached* |

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***VII. End-of-Year Review***

***Appropriate Data Received***

***Strategies used and data provided demonstrate appropriate Student Progress***  ***Yes***  ***No***

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Part 5: Rating Teacher Performance

For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both interim and summative evaluations of teachers. While the site administrator has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the school, other administrators, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

## Interim Evaluation

~~Some teacher evaluation systems include~~ A~~a~~n interim review, especially for probationary teachers, ~~in order to~~ provides systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a *Teacher Interim Performance Report* that indicates if a teacher has shown evidence of each of the performance standards. The evaluator should share her/his assessment of the teacher’s performance by a given date (for example, the last school day before winter break each year for Probationary teachers). *Please note that the Teacher Interim Performance Report is used to document evidence of meeting the ~~seven~~ eight standards, but does not include a rating of performance.* A sample *Teacher Interim Performance Report* is provided on the following pages ~~55-58~~.

**SAMPLE Teacher Interim Performance Report**

***Teacher’s Name***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***School Year(s)***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Grade/Subject*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***~~School~~*** ~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

*Directions: Evaluators use this form in the fall to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, portfolio review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.*

**Strengths:**

**Areas of Improvement:**

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **1: Professional Knowledge**  *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*   |  |  | | --- | --- | | * ~~Effectively a~~Addresses ~~appropriate~~ relevant curriculum standards. * Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction. * Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. * Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology. * Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research. | * Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels. ~~and an understanding of the subject~~. * Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context. * ~~Communicates clearly and checks for understanding.~~ Demonstrates an understanding of appropriate accommodations for diverse learners or students learning in unique contexts (e.g., English leaners, gifted learners, students with special needs, etc.). * Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level. |   *Comments*:  *Evident* *Not Evident* | |
| **2: Instructional Planning**  *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, ~~effective strategies, resources, and data~~ student data, and engaging and research strategies and*  *resources to meet the needs of all students.*   |  |  | | --- | --- | | * Analyzes and u~~U~~ses multiple sources of student learning data to guide planning. * Plans ~~time realistically~~ accordingly for pacing, sequencing, content mastery, ~~and~~ transitions, and application of knowledge. * Consistently p~~P~~lans for differentiated instruction. * Reflects on plans after instructional delivery for future modifications. * Aligns lesson objectives to the school’s curriculum and student learning needs. | * Develops appropriate ~~long- and short-range~~ course, unit, and daily plans, and adapts plans when needed. * Plans and works collaboratively with others to enhance teaching and learning. * Plans for delivery of synchronous and asynchronous lessons, including engaging student activities and assessment strategies, as needed. |   *Comments:*  *Evident* *Not Evident* |

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| **3: Instructional Delivery**  *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to ~~effectively engages students in learning by using a variety of instructional strategies in order~~ to meet individual learning needs.*   |  |  | | --- | --- | | * ~~Engages and maintains students in active learning.~~ * Builds upon students’ existing knowledge and skills. * ~~Differentiates instruction to meet the students’ needs.~~ * ~~Reinforces learning goals consistently throughout lessons.~~ * ~~Uses a variety of effective instructional strategies and resources.~~ * ~~Uses instructional technology to enhance student learning.~~ * ~~Communicates clearly and checks for understanding.~~ * Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. * Motivates students for learning, reinforces learning goals consistently throughout lesson~~s~~, and provides appropriate closure. | * Develops higher-order thinking through questioning and problem-solving activities. * Uses a variety of appropriate instructional strategies and resources to encourage active student engagement. * Provides remediation, enrichment, and acceleration to further student understanding of material and learning. * Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting. * Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly. |   *Comments:*  *Evident* *Not Evident* |

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| **4: Assessment of/~~and~~ for Student Learning**  *The teacher systematically gathers, analyzes, and uses all relevant data to measure student ~~academic~~ progress, guide instructional content and delivery methods, and provide timely feedback to both students, ~~and~~ parents/caregivers, and other educators, as needed. ~~throughout the school year~~.*   |  |  | | --- | --- | | * Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. * Involves students in setting learning goals and monitoring their own progress. * Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population and for the setting (e.g., in person or virtual). * Uses research-based questioning techniques to gauge student understanding. * Collaborates with others to develop common assessments, when appropriate. | * Aligns student assessment with established curriculum standards and benchmarks. * Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning and supports. ~~and uses grading practices that report final mastery in relationship to content goals and objectives~~. * Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress. * ~~Gives~~ Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate. ~~on their learning.~~ |   *Comments:*  *Evident* *Not Evident* |

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| **5. Learning Environment**  *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*   |  |  | | --- | --- | | * Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment. * Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. * Maximizes instructional time and minimizes disruptions. * Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. * ~~Promotes cultural sensitivity.~~Encourages student engagement, inquiry, and intellectual risk-taking. | * ~~Respects~~ Promotes respectful interactions and an understanding of students’ diversity, ~~including~~ such as language, culture, race, gender, and special needs. * Actively listens and makes accommodations for all ~~pays attention to~~ students’ needs, including social, emotional, behavioral, and intellectual~~. and responses.~~ * Addresses student needs ~~Maximizes instructional learning time~~ by working with students individually as well as in small groups or whole groups. * Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging. |   *Comments:*  *Evident* *Not Evident* |

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| **6. Culturally Responsive Teaching and Equitable Practices**  *The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.*   |  |  | | --- | --- | | * ~~Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of individuals within gap groups~~. Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups. * ~~Builds classroom community and respect for student diversity by facilitating an appreciation for cultural differences, ideas, experiences, learning needs, and traditions of all students~~. Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[[85]](#footnote-5) including for gender, race, ethnicity, English Language Learners, and students with disabilities. * ~~Builds meaningful relationships with all students through personal connections, culturally responsive teaching practices, and flexibility~~. Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students. * ~~Connects classroom curriculum and instruction to cultural examples, experiences, backgrounds, and traditions of a diverse student population~~. Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners. | * ~~Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural sensitivity and the needs of culturally diverse students~~. Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities. * ~~Uses communication strategies with a heightened awareness of and sensitivity to students and members of a diverse learning community~~. Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities). * ~~Teaches skills to help students interact with different groups in a way that reduces bias, fear, anxiety, and discrimination~~. Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socio economic status) that perpetuate fear and anxiety of difference. |   *Comments:*  *Evident* *Not Evident* |

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| **Performance Standard ~~6~~7: Professionalism**  *The teacher ~~maintains~~ demonstrates a commitment to professional ethics, collaborates and communicates ~~effectively~~appropriately, and takes responsibility for ~~and participates in~~ personal professional growth that results in ~~enhanced~~ the enhancement of student learning.*   |  |  | | --- | --- | | * ~~Collaborates and communicates effectively within the school community to promote students’ well-being and success.~~ * Adheres to federal and state laws, school and division policies, and ethical guidelines and procedural requirements. * Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance.). * Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. * ~~Sets goals for improvement of knowledge and skills.~~Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices. * Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills. | * Engages in activities outside the classroom intended for school and student enhancement. * Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students’ well-being, progress, and success. * Builds positive and professional relationships with parents/~~guardians~~caregivers through frequent and ~~effective~~ appropriate communication concerning students’ progress. * Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues and staff. * ~~Demonstrates consistent mastery of standard oral and written English in all communication.~~ Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication. |   *Comments:*  *Evident* *Not Evident* |

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| **Performance Standard ~~7~~8: Student Academic Progress**  *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*   |  |  | | --- | --- | | * Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. * Documents the progress of each student throughout the year. | * Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress. * Uses available performance outcome data to   continually document and communicate student  progress and develop interim learning targets. |   *Comments:*  *Evident* *Not Evident* |

## Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (i.e., one-year for probationary teachers, three years for Continuing Contract teachers). The ratings for each performance standard are based on multiple data sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual teacher performance standards, and 2) how well they are performed.  ~~The performance standards and performance indicators provide a description of well-defined teacher expectations.~~

## Definitions of Ratings

~~The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from “exemplary” to “unacceptable.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “exemplary” and “proficient”) and provides two levels of feedback for teachers not meeting expectations (i.e., “developing/needs improvement” and “unacceptable”). The definitions in Figure 5.1 offer general descriptions of the ratings.~~ *~~PLEASE NOTE: Ratings are applied to the eight teacher performance standards, not to performance indicators~~.*

#### **Figure 5.1: Definitions of Terms Used in Rating Scale**

| Category | **~~Description~~** | **~~Definition~~** |
| --- | --- | --- |
| Exemplary | ~~The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school’s mission and goals.~~ | ~~Exceptional performance:~~   * ~~consistently exhibits behaviors that have a strong positive impact on learners and the school climate~~ * ~~serves as a role model to others~~ * ~~sustains high performance over a period of time~~ |
| Proficient | ~~The teacher meets the standard in a manner that is consistent with the school’s mission and goals.~~ | ~~Effective performance:~~   * ~~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 learners and the school climate~~ |
| **~~Developing/~~**  **~~Needs Improvement~~** | ~~The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.~~ | ~~Ineffective performance:~~   * ~~requires support in meeting the standards~~ * ~~results in less than quality work performance~~ * ~~leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator~~ |
| ~~Unacceptable~~ | ~~The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.~~ | ~~Poor-quality performance:~~   * ~~does not meet the requirements contained in the job description as expressed in the evaluation criteria~~ * ~~may result in the employee not being recommended for continued employment~~ |

| **Category** | **Description** | **Definition** |
| --- | --- | --- |
| **Highly Effective** | The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school’s mission and goals. | Exceptional performance:   * sustains high performance over a period of time * consistently exhibits behaviors that have a strong positive impact on student learning and the school climate * serves as a role model to others |
| **Effective** | The teacher consistently meets the performance standard in a manner that is aligned with the school’s mission and goals. | Proficient performance:   * meets the requirements contained in the performance standard * exhibits behaviors that have a positive impact on student learning and the school climate * demonstrates a willingness to learn and apply new skills |
| **Approaching Effective** | The teacher’s performance is inconsistent in meeting the established performance standard and/or working toward the school’s mission and goals. The teacher may be starting to exhibit the desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the teacher’s performance is lacking in a particular area (i.e., needs improvement). | Developing/needs improvement performance:   * requires support in meeting the performance standard * results in less than expected quality of student performance * leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator |
| **Ineffective** | The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals. | Unacceptable performance:   * does not meet the requirements contained in the performance standard * results in minimal student learning * may result in the employee not being recommended for continued employment |

## ~~How a Performance Rubric Works~~

~~Evaluators have two tools to guide their judgments for rating teacher performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.~~

## ~~Sample Performance Indicators~~

~~Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They were introduced in Part 2, and examples are provided again in this section.~~

## Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. ~~describes acceptable performance levels for each of the seven teacher performance standards~~. It states the measure of performance expected of teachers and provides a qualitative general description of performance at each level~~what a rating entails~~. ~~The rating scale is applied for the summative evaluation of all teachers. The performance rubrics guide evaluators in assessing~~ *~~how well~~* ~~a standard is performed. They~~In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as illustrated with arrows between the levels). Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practices. ***Please note: The rating of ~~“proficient”~~ Effective is the expected level of performance and is written as the actual performance standard. Additionally, the recommended performance rubrics presented ~~here in this document~~ may be modified at the discretion of school division decision-makers.***

~~Figure 5.2:~~*~~Example of a Performance Rubric~~*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **~~Instructional Delivery (Performance Standard 3)~~**   |  |  |  |  | | --- | --- | --- | --- | | **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** | | ~~In addition to meeting the standard, the teacher optimizes students’ opportunities to learn by engaging them in higher order thinking and/or enhanced performance skills.~~ | **~~The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.~~** | ~~The teacher inconsistently uses instructional strategies that meet individual learning needs.~~ | ~~The teacher’s instruction inadequately addresses students’ learning needs.~~ |   *~~\* Teachers who are exemplary often serve as role models and/or teacher leaders.~~* |

Figure 5.2:*Example of a Performance Rubric*

**Performance Standard 3: Instructional Delivery**

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The teacher fluidly modifies strategies, materials, and groupings to optimize students’ opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners. |  | The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs. |  | The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs. |  | The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students. |

## ~~Performance Rubrics for Performance Standards~~

Teachers are evaluated on the performance standards using the following performance ~~appraisa~~l rubrics:

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| **Performance Standard 1: Professional Knowledge**  *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  1.1 ~~Effectively a~~Addresses ~~appropriate~~ relevant curriculum standards.  1.2 Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction.  1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.  1.4 Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.  1.5 Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.  1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels. ~~and an understanding of the subject~~.  1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.  1.8 ~~Communicates clearly and checks for understanding.~~ Demonstrates an understanding of appropriate accommodations for diverse learners or students learning in unique contexts (e.g., English leaners, gifted learners, students with special needs, etc.).  1.9 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level. |

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| **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** |
| ~~In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.~~ | **~~The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.~~** | ~~The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.~~ | ~~The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.~~ |

*~~\*Teachers who are exemplary often serve as role models and/or teacher leaders.~~*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students. |  | The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. |  | The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice. |  | The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice. |

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| **Performance Standard 2: Instructional Planning**  *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, ~~effective strategies, resources, and data~~ student data, and engaging and research strategies and*  *resources to meet the needs of all students.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  2.1 Analyzes and u~~U~~ses multiple sources of student learning data to guide planning.  2.2 Plans ~~time realistically~~ accordingly for pacing, sequencing, content mastery, ~~and~~ transitions, and application of knowledge.  2.3 Consistently p~~P~~lans for differentiated instruction.  2.4 Reflects on plans after instructional delivery for future modifications.  2.~~4~~5 Aligns lesson objectives to the school’s curriculum and student learning needs.  2.6 Develops appropriate ~~long- and short-range~~ course, unit, and daily plans, and adapts plans when needed.  2.7 Plans and works collaboratively with others to enhance teaching and learning.  2.8 Plans for delivery of synchronous and asynchronous lessons, including engaging student activities and assessment strategies, as needed. |

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| **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** |
| ~~In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.~~ | **~~The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.~~** | ~~The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.~~ | ~~The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.~~ |

*~~\*Teachers who are exemplary often serve as role models and/or teacher leaders.~~*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students. |  | The teacher plans using the Virginia Standards of Learning, the school’s curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students. |  | The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school’s curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. |  | The teacher fails to plan, or plans without adequately using the Virginia Standards of Learning, the school’s curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. |

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| **Performance Standard 3: Instructional Delivery**  *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to ~~effectively engages students in learning by using a variety of instructional strategies in order~~ to meet individual learning needs.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  ~~3.1 Engages and maintains students in active learning.~~  3.~~2~~1 Builds upon students’ existing knowledge and skills.  ~~3.3 Differentiates instruction to meet the students’ needs.~~  ~~3.4 Reinforces learning goals consistently throughout lessons.~~  ~~3.5 Uses a variety of effective instructional strategies and resources.~~  ~~3.6 Uses instructional technology to enhance student learning.~~  ~~3.7 Communicates clearly and checks for understanding.~~  3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.  3.3 Motivates students for learning, reinforces learning goals consistently throughout lesson~~s~~, and provides appropriate closure.  3.4 Develops higher-order thinking through questioning and problem-solving activities.  3.5 Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.  3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.  3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.  3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly. |

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| **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** |
| ~~In addition to meeting the standard, the teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.~~ | **~~The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.~~** | ~~The teacher inconsistently uses instructional strategies that meet individual learning needs.~~ | ~~The teacher’s instruction inadequately addresses students’ learning needs.~~ |

*~~\*Teachers who are exemplary often serve as role models and/or teacher leaders.~~*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The teacher fluidly modifies strategies, materials, and groupings to optimize students’ opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners. |  | The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs. |  | The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs. |  | The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students. |

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| **Performance Standard 4: Assessment of/~~and~~ for Student Learning**  *The teacher systematically gathers, analyzes, and uses all relevant data to measure student ~~academic~~ progress, guide instructional content and delivery methods, and provide timely feedback to both students, ~~and~~ parents/caregivers, and other educators, as needed. ~~throughout the school year~~.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.  4.2 Involves students in setting learning goals and monitoring their own progress.  4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population and for the setting (e.g., in person or virtual).  4.4 Uses research-based questioning techniques to gauge student understanding.  4.5 Collaborates with others to develop common assessments, when appropriate.  4.~~5~~6 Aligns student assessment with established curriculum standards and benchmarks.  4.~~6~~7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning and supports. ~~and uses grading practices that report final mastery in relationship to content goals and objectives~~.  4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.  4.~~7~~9 ~~Gives~~ Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate. ~~on their learning.~~ |

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| --- | --- | --- | --- |
| **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** |
| ~~In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.~~ | **~~The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.~~** | ~~The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.~~ | ~~The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.~~ |

*~~\*Teachers who are exemplary often serve as role models and/or teacher leaders.~~*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning. |  | The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed. |  | The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback. |  | The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner. |

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| **Performance Standard 5: Learning Environment**  *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  5.1 Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.  5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.  5.3 Maximizes instructional time and minimizes disruptions.  5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.  5.5 ~~Promotes cultural sensitivity.~~Encourages student engagement, inquiry, and intellectual risk-taking.  5.6 ~~Respects~~ Promotes respectful interactions and an understanding of students’ diversity, ~~including~~ such as language, culture, race, gender, and special needs.  5.7 Actively listens and makes accommodations for all ~~pays attention to~~ students’ needs, including social, emotional, behavioral, and intellectual~~. and responses.~~  5.8 Addresses student needs ~~Maximizes instructional learning time~~ by working with students individually as well as in small groups or whole groups.  5.9 Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging. |

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| **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** |
| ~~In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.~~ | **~~The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.~~** | ~~The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student- centered environment.~~ | ~~The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.~~ |

*~~\*Teachers who are exemplary often serve as role models and/or teacher leaders.~~*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility. |  | The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. |  | The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment. |  | The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning. |

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| **Performance Standard 6: Culturally Responsive Teaching and Equitable Practices\***  *The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  6.~~5~~1 ~~Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of individuals within gap groups~~. Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.  6.~~1~~2 ~~Builds classroom community and respect for student diversity by facilitating an appreciation for cultural differences, ideas, experiences, learning needs, and traditions of all students.~~ Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[[86]](#footnote-6) including for gender, race, ethnicity, English Language Learners, and students with disabilities.  6.~~2~~3 ~~Builds meaningful relationships with all students through personal connections, culturally responsive teaching practices, and flexibility~~. Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.  6.~~3~~4 ~~Connects classroom curriculum and instruction to cultural examples, experiences, backgrounds, and traditions of a diverse student population.~~ Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.  6.~~4~~5 ~~Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural sensitivity and the needs of culturally diverse students~~. Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.  6.6 ~~Uses communication strategies with a heightened awareness of and sensitivity to students and members of a diverse learning community~~. Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).  6.7 ~~Teaches skills to help students interact with different groups in a way that reduces bias, fear, anxiety, and discrimination~~. Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socio economic status) that perpetuate fear and anxiety of difference. |

\****Note***: Equity in education is achieved when student academic achievement cannot be determined by demographic factors. ~~denotes the fairness of opportunities for student learning and success~~.

*Standard 6: Developed by the Virginia Department of Education with adaptations from* [*Navigating EdEquityVA – Virginia’s Roadmap to Equity*](https://www.virginiaisforlearners.virginia.gov/edequityva/)*, 2021*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| ~~The teacher serves as a role model in fostering classroom practices that promote an appreciation and respect for equity while modeling methods to improve student learning and encourage student engagement.~~  The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socio economic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students. |  | ~~The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in inclusive learning environments and student engagement practices~~.  The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive. |  | ~~The teacher is inconsistent in demonstrating a commitment to equity and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.~~  The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices. |  | The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that result in  *culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.* |

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| **Performance Standard ~~6~~7: Professionalism**  *The teacher ~~maintains~~ demonstrates a commitment to professional ethics, collaborates and communicates ~~effectively~~appropriately, and takes responsibility for ~~and participates in~~ personal professional growth that results in ~~enhanced~~ the enhancement of student learning.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  ~~6.1 Collaborates and communicates effectively within the school community to promote students’ well-being and success.~~  ~~6~~7.~~2~~ 1Adheres to federal and state laws, school and division policies, and ethical guidelines and procedural requirements.  7.2. Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance.).  ~~6~~7.3Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.  ~~6~~7.4 ~~Sets goals for improvement of knowledge and skills.~~Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.  ~~6~~7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.  ~~6~~7.~~5~~6 Engages in activities outside the classroom intended for school and student enhancement.  ~~67~~.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students’ well-being, progress, and success.  ~~6~~7.8 Builds positive and professional relationships with parents/~~guardians~~caregivers through frequent and ~~effective~~ appropriate communication concerning students’ progress.  ~~6~~7.~~8~~9 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues and staff.  ~~6~~7.~~9~~10 ~~Demonstrates consistent mastery of standard oral and written English in all communication.~~ Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication. |

***~~Note:~~*** ~~Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.~~

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| --- | --- | --- | --- |
| **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** |
| ~~In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.~~ | **~~The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.~~** | ~~The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.~~ | ~~The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.~~ |

*~~\*Teachers who are exemplary often serve as role models and/or teacher leaders.~~*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community. |  | The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning. |  | The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom. |  | The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities. |

***Note:*** Performance Standard 8: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching − as documented in Standard 8: Student Academic Progress − would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 8 and recommends that the evidence of progress be reviewed and considered throughout the year.

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| **Performance Standard ~~7~~8: Student Academic Progress**  *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.* |
| **Sample Performance Indicators**  *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*  ~~7~~8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.  ~~7~~8.2 Documents the progress of each student throughout the year.  ~~7~~8.3 Provides evidence that achievement goals have been met, including the state-provided progress ~~table~~ data when available as well as other multiple measures of student academic progress.  ~~7~~8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. |

|  |  |  |  |
| --- | --- | --- | --- |
| **~~Exemplary\*~~** | **~~Proficient~~**  *~~Proficient is the expected level of performance.~~* | **~~Developing/Needs Improvement~~** | **~~Unacceptable~~** |
| ~~In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.~~ | **~~The work of the teacher results in acceptable, measurable, and appropriate student academic progress.~~** | ~~The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.~~ | ~~The work of the teacher does not achieve acceptable student academic progress.~~ |

*~~\* Teachers who are exemplary often serve as role models and/or teacher leaders.~~*

| **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **Effective**  *Effective is the expected level of performance.* |  | **Approaching Effective** |  | **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners. |  | The work of the teacher results in acceptable, measurable, and appropriate student academic progress. |  | The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |  | The work of the teacher does not achieve acceptable student academic progress. |

## Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the ~~seven~~eight teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate information sources, the evaluator applies the four-level rating scale to evaluate a teacher’s performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. A sample *Teacher Summative Performance Report* is provided on the following pages ~~70-73~~. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle. However, if a teacher with continuing contract status is not meeting expectations (at any point in the cycle) or is fulfilling a performance improvement plan, the evaluation cycle will vary. Summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle.

~~Summative ratings should apply the rating for each of the seven performance expectations. The~~ *~~Code of Virginia~~* ~~requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that~~ *~~Performance Standard 7: 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 the multiple lowest weighted standards.~~

~~In determining the final summative rating, the following approach could be used:~~

1. ~~Apply numbers 1 (unacceptable) through 4 (exemplary) to the rating scale~~

~~Exemplary = 4~~

~~Proficient = 3~~

~~Developing/Needs Improvement = 2~~

~~Unacceptable = 1;~~

1. ~~Calculate the weighted contribution of each standard to the summative evaluation; and~~
2. ~~Add the weighted contribution to achieve the final summative evaluation.~~

~~The Guidelines recommend the following weighting for teacher performance evaluations.~~

|  |  |
| --- | --- |
| **~~Teacher Performance Standard~~** | **~~Weight~~** |
| ~~Standard 1~~ | ~~1.5~~ |
| ~~Standard 2~~ | ~~1.5~~ |
| ~~Standard 3~~ | ~~1.5~~ |
| ~~Standard 4~~ | ~~1.5~~ |
| ~~Standard 5~~ | ~~1.5~~ |
| ~~Standard 6~~ | ~~1~~ |
| ~~Standard 7~~ | ~~1.5~~ |

**~~Example of Recommended Weighted Calculations for Teacher Performance Evaluation~~**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **~~Teacher Performance Standard~~** | **~~Performance Rating~~** | **~~Points~~** | **~~Weight~~** | **~~Weighted Total~~**  **~~(Points x Weight)~~** |
| ~~Standard 1~~ | ~~Exemplary~~ | ~~4~~ | ~~1.5~~ | ~~6~~ |
| ~~Standard 2~~ | ~~Proficient~~ | ~~3~~ | ~~1.5~~ | ~~4.5~~ |
| ~~Standard 3~~ | ~~Proficient~~ | ~~3~~ | ~~1.5~~ | ~~4.5~~ |
| ~~Standard 4~~ | ~~Proficient~~ | ~~3~~ | ~~1.5~~ | ~~4.5~~ |
| ~~Standard 5~~ | ~~Proficient~~ | ~~3~~ | ~~1.5~~ | ~~4.5~~ |
| ~~Standard 6~~ | ~~Exemplary~~ | ~~4~~ | ~~1~~ | ~~4~~ |
| ~~Standard 7~~ | ~~Exemplary~~ | ~~4~~ | ~~1.5~~ | ~~6~~ |
| **~~Cumulative Summative Rating~~** | | | | **~~34~~** |

~~When applying the summary rating from a quantitative perspective, school divisions will need to establish and document,~~ *~~a priori,~~* ~~cut-offs for determining final summative ratings after the weighted contribution is calculated. School divisions also may establish and document additional criteria to the summative rating. For example, a school division may decide that no teachers can be given a summary rating of exemplary if they are rated below proficient on any of the seven standards, or that summative criteria should differ for teachers at different points on the career ladder. These decisions, and documentation of such decisions, must be made before the new evaluation system is put in place. As well, it is critical that teachers understand the requirements before the evaluation cycle begins.~~

**Single Summative Rating**

In addition to receiving a diagnostic rating for each of the eight performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the employee’s performance. The overall summative rating will be judged to be *Highly Effective, Effective, Approaching Effective,* or *Ineffective*.

Scores will be calculated using the following scale:

*Highly Effective* = 4

*Effective* = 3

*Approaching Effective* = 2

*Ineffective* = 1

Summative ratings should apply the rating for each of the eight performance expectations. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. 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 the multiple lowest weighted standards. The following example complies with this requirement.

Figure 5.3: *Sample Weighting*

|  |  |
| --- | --- |
| **Performance Standard** | **Weight** |
| Standard 1 | 1.25 |
| Standard 2 | 1.25 |
| Standard 3 | 1.25 |
| Standard 4 | 1.25 |
| Standard 5 | 1.25 |
| Standard 6 | 1.25 |
| Standard 7 | 1.25 |
| Standard 8 | 1.25 |

Figure 5.4: *Example of Weighted Calculations for Teacher Performance Evaluation*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Standard** | **Performance Rating** | **Points** | **Weight** | **Weighted Total**  **(Points x Weight)** |
| Standard 1 | *Highly Effective* | 4 | 1.25 | 5 |
| Standard 2 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 3 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 4 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 5 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 6 | *Highly Effective* | 4 | 1.25 | 5 |
| Standard 7 | *Highly Effective* | 4 | 1.25 | 5 |
| Standard 8 | *Effective* | 3 | 1.25 | 3.75 |
| **Single Summative Rating** | | | | **33.75** |

When applying the summary rating from a quantitative perspective, school divisions will need to establish and document, *a priori,* cut-offs for determining final summative ratings after the weighted contribution is calculated. School divisions also may establish and document additional criteria to the summative rating. For example, a school division may decide that no teachers can be given a summary rating of *Highly Effective* if they are rated below *Effective* on any of the eight standards, or that summative criteria should differ for teachers at different points on the career ladder. These decisions, and documentation of such decisions, must be made before the revised evaluation system is put in place. As well, it is critical that teachers understand the requirements before the evaluation cycle begins.

The overall single summative rating will be judged as *Highly Effective*, *Effective*, *Approaching Effective*, or *Ineffective* using the following range of scores:

Figure 5.5: *Range of Scores*

| **Rating** | **Range of Scores** |
| --- | --- |
| *Highly Effective* | 35-40 |
| *Effective* | 26-34 |
| *Approaching Effective* | 20-25 |
| *Ineffective* | 10-19 |

*Note*: Regardless of the overall total points earned, three or more *Approaching Effective* ratings on individual performance standards will result in an overall rating of *Approaching Effective* or *Ineffective*. Similarly, one *Ineffective* rating on any one performance standard may result in an overall *Ineffective* rating.

SAMPLE: Teacher Summative Performance Report

**~~SAMPLE Teacher Summative Performance Report~~**

*~~Directions: Evaluators use this form prior to June 15 to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.~~*

***~~Teacher’s Name~~*** ~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~ ***~~School Year(s)~~*** ~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

***~~Grade/Subject~~*** ~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~ ***~~School \_~~***~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

***~~Contract Status:~~* ~~🞎~~***~~Probationary~~* **~~🞎~~***~~Continuing Contract~~*

|  |  |  |  |
| --- | --- | --- | --- |
| **~~1. Professional Knowledge~~**  *~~The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.~~*   |  |  | | --- | --- | | * ~~Effectively addresses appropriate curriculum standards.~~ * ~~Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction.~~ * ~~Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.~~ * ~~Demonstrates an accurate knowledge of the subject area(s) taught.~~ | * ~~Demonstrates skills relevant to the subject area(s) taught.~~ * ~~Bases instruction on goals that reflect high expectations and an understanding of the subject.~~ * ~~Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.~~ * ~~Communicates clearly and checks for understanding.~~ |   *~~Comments~~*~~:~~ | **~~Rating~~**  ~~🞎~~ *~~Exemplary~~*  ~~🞎~~ *~~Proficient~~*  ~~🞎~~ *~~Developing/ Needs Improvement~~*  ~~🞎~~ *~~Unacceptable~~* |
| **~~2. Instructional Planning~~**  *~~The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.~~*   |  |  | | --- | --- | | * ~~Uses student learning data to guide planning.~~ * ~~Plans time realistically for pacing, content mastery, and transitions.~~ * ~~Plans for differentiated instruction.~~ | * ~~Aligns lesson objectives to the school’s curriculum and student learning needs.~~ * ~~Develops appropriate long- and short-range plans and adapts plans when needed~~ |   *~~Comments:~~* | **~~Rating~~**  ~~🞎~~ *~~Exemplary~~*  ~~🞎~~ *~~Proficient~~*  ~~🞎~~ *~~Developing/ Needs Improvement~~*  ~~🞎~~ *~~Unacceptable~~* |

~~SAMPLE: Teacher Summative Performance Report~~

|  |  |  |  |
| --- | --- | --- | --- |
| **~~3. Instructional Delivery~~**  *~~The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.~~*   |  |  | | --- | --- | | * ~~Engages and maintains students in active learning.~~ * ~~Builds upon students’ existing knowledge and skills.~~ * ~~Differentiates instruction to meet the students’ needs.~~ * ~~Reinforces learning goals consistently throughout lessons.~~ | * ~~Uses a variety of effective instructional strategies and resources.~~ * ~~Uses instructional technology to enhance student learning.~~ * ~~Communicates clearly and checks for understanding.~~ |   *~~Comments:~~* | **~~Rating~~**  ~~🞎~~ *~~Exemplary~~*  ~~🞎~~ *~~Proficient~~*  ~~🞎~~ *~~Developing/ Needs Improvement~~*  ~~🞎~~ *~~Unacceptable~~* |
| **~~4. Assessment of/for Student Learning~~**  *~~The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.~~*   |  |  | | --- | --- | | * ~~Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.~~ * ~~Involves students in setting learning goals and monitoring their own progress.~~ * ~~Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.~~ * ~~Aligns student assessment with established curriculum standards and benchmarks.~~ | * ~~Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.~~ * ~~Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning.~~ * ~~Gives constructive and frequent feedback to students on their learning~~ |   *~~Comments:~~* | **~~Rating~~**  ~~🞎~~ *~~Exemplary~~*  ~~🞎~~ *~~Proficient~~*  ~~🞎~~ *~~Developing/ Needs Improvement~~*  ~~🞎~~ *~~Unacceptable~~* |
| **~~5. Learning Environment~~**  *~~The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.~~*   |  |  | | --- | --- | | * ~~Arranges the classroom to maximize learning while providing a safe environment.~~ * ~~Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.~~ * ~~Maximizes instructional time and minimizes disruptions.~~ | * ~~Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.~~ * ~~Promotes cultural sensitivity.~~ * ~~Respects students’ diversity, including language, culture, race, gender, and special needs.~~ * ~~Actively listens and pays attention to students’ needs and responses.~~ * ~~Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.~~ | | **~~Rating~~**  ~~🞎~~ *~~Exemplary~~*  ~~🞎~~ *~~Proficient~~*  ~~🞎~~ *~~Developing/ Needs Improvement~~*  ~~🞎~~ *~~Unacceptable~~* |

~~SAMPLE: Teacher Summative Performance Report~~

|  |  |
| --- | --- |
| *~~Comments:~~* |  |
| **~~6. Professionalism~~**  *~~The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.~~*   |  |  |  |  | | --- | --- | --- | --- | | * ~~Collaborates and communicates effectively within the school community to promote students’ well-being and success.~~ * ~~Adheres to federal and state laws, school policies, and ethical guidelines.~~ * ~~Incorporates learning from professional growth opportunities into instructional practice.~~ * ~~Sets goals for improvement of knowledge and skills.~~ * ~~Engages in activities outside the classroom intended for school and student enhancement.~~ | * ~~Works in a collegial and collaborative manner with administrators, other school personnel, and the community.~~ * ~~Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.~~ * ~~Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.~~ * ~~Demonstrates consistent mastery of standard oral and written English in all communication.~~ |  |  |   *~~Comments:~~* | **~~Rating~~**  ~~🞎~~ *~~Exemplary~~*  ~~🞎~~ *~~Proficient~~*  ~~🞎~~ *~~Developing/ Needs Improvement~~*  ~~🞎~~ *~~Unacceptable~~* |
| **~~7. Student Academic Progress~~**  *~~The work of the teacher results in acceptable, measurable, and appropriate student academic progress.~~*   |  |  | | --- | --- | | * ~~Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.~~ * ~~Documents the progress of each student throughout the year.~~ | * ~~Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as~~   ~~other multiple measures of student growth.~~   * ~~Uses available performance outcome data to continually document and communicate student academic progress and develop~~   ~~interim learning targets.~~ |   *~~Comments:~~* | **~~Rating~~**  ~~🞎~~ *~~Exemplary~~*  ~~🞎~~ *~~Proficient~~*  ~~🞎~~ *~~Developing/ Needs Improvement~~*  ~~🞎~~ *~~Unacceptable~~* |

**~~Overall Evaluation Summary:~~**

*~~Include comments here~~*

**~~Exemplary~~**

**~~Proficient~~**

**~~Developing/Needs Improvement~~**

**~~Unacceptable~~**

**~~Recommended for placement on a~~ *~~Performance Improvement Plan~~*~~. (One or more~~**

**~~standards are~~ *~~Unacceptable~~*~~, or two or more standards are~~ *~~Developing/Needs~~***

***~~Improvement~~*~~.)~~**

**~~Commendations:~~**

**~~Areas Noted for Improvement:~~**

**~~Teacher Improvement Goals:~~**

~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Evaluator’s Name Teacher’s Name~~

~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Evaluator’s Signature Teacher’s Signature (Teacher’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)~~

~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Date Date~~

~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Site Administrator’s Name~~

~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_~~

~~Site Administrator’s Signature Date~~

**SAMPLE: Teacher Summative Performance Report**

*Directions: Evaluators use this form prior to June 15 to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.*

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade/Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contract Status: 🞎 Probationary 🞎 Continuing Contract

Documentation Reviewed: **🞎** Documentation Log **🞎** Goal Setting for Student Academic Progress Form

**🞎** Observation/Formative Feedback Forms **🞎** Other

**Performance Standard 1: Professional Knowledge**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | **(2 pts.)**  **Approaching Effective** |  | | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students. |  | The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. |  | The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice. |  | | The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice. |
| *Comments:* | |  | |  | |  | | |

**Performance Standard 2: Instructional Planning**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | **(2 pts.)**  **Approaching Effective** |  | | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students. |  | The teacher plans using the Virginia Standards of Learning, the school’s curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students. |  | The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school’s curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. |  | | The teacher fails to plan, or plans without adequately using the Virginia Standards of Learning, the school’s curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. |
| *Comments:* | |  | |  | |  | | |

**Performance Standard 3: Instructional Delivery**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* | |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | **(2 pts.)**  **Approaching Effective** |  | | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The teacher fluidly modifies strategies, materials, and groupings to optimize students’ opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners. | |  | The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs. |  | The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs. |  | | The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students. |
| *Comments:* | |  | |  | |  | | |

**Performance Standard 4: Assessment of/for Student Learning**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* | |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | **(2 pts.)**  **Approaching Effective** |  | | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning. | |  | The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed. |  | The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback. |  | | The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner. |
| *Comments:* | |  | |  | |  | | |

**Performance Standard 5: Learning Environment**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | **(2 pts.)**  **Approaching Effective** |  | | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility. |  | The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. |  | The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment. |  | | The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning. |
| *Comments:* | |  | |  | |  | | |

**Performance Standard 6: Culturally Responsive Teaching and Equitable Practices**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | | **(2 pts.)**  **Approaching Effective** |  | | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ~~The teacher serves as~~ a ~~role model in fostering classroom practices that promote an appreciation and respect for equity while modeling methods to improve student learning and encourage student engagement.~~  The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socio economic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students. |  | ~~The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in inclusive learning environments and student engagement practices~~.  The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive. |  | | ~~The teacher is inconsistent in demonstrating a commitment to equity and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.~~  The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices. |  | | The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that result in  *culturally inclusive and responsive learning environments and ~~student engagement practices~~ academic achievement for all students.* |
| *Comments:* | |  | |  | | |  | | |

**Performance Standard 7: Professionalism**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* | |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | **(2 pts.)**  **Approaching Effective** |  | | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community. | |  | The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning. |  | The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom. |  | | The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities. |
| *Comments:* | |  | |  | |  | | |

**Performance Standard 8: Student Academic Progress**

| **(4 pts.)**  **Highly Effective** *In addition to meeting the requirements for Effective...* |  | **(3 pts.)**  **Effective**  *Effective is the expected level of performance.* |  | **(2 pts.)**  **Approaching Effective** |  | **(1 pt.)**  **Ineffective** |
| --- | --- | --- | --- | --- | --- | --- |
| The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners. |  | The work of the teacher results in acceptable, measurable, and appropriate student academic progress. |  | The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |  | The work of the teacher does not achieve acceptable student academic progress. |
| *Comments:* | |  | |  | |  | |

**Overall Evaluation Summary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Standard** | **Performance Rating** | **Points**  **HE=4**  **E=3**  **AE=2**  **IE=1** | **Weight** | **Weighted Total**  **(Points x Weight)** |
| Standard 1 |  |  | 1.25 |  |
| Standard 2 |  |  | 1.25 |  |
| Standard 3 |  |  | 1.25 |  |
| Standard 4 |  |  | 1.25 |  |
| Standard 5 |  |  | 1.25 |  |
| Standard 6 |  |  | 1.25 |  |
| Standard 7 |  |  | 1.25 |  |
| Standard 8 |  |  | 1.25 |  |
| **Single Summative Rating** | | | |  |

| **Rating** | **Range of Scores** |
| --- | --- |
| *Highly Effective* | 35-40 |
| *Effective* | 26-34 |
| *Approaching Effective* | 20-25 |
| *Ineffective* | 10-19 |

**Highly Effective**

**Effective**

**Approaching Effective**

**Ineffective**

**Recommended for placement on a *Performance Improvement Plan*. (One or more**

**standards are *Ineffective*, or two or more standards are *Approaching Effective.)***

**Commendations:**

**Areas Noted for Improvement:**

**Teacher Improvement Goals:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name Teacher’s Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature Teacher’s Signature (Teacher’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Administrator’s Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Administrator’s Signature

Date

## Part 6: Improving Teacher Performance

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards for their school.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of performance that *requires* improvement due to less-than-proficient performance.

Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 6.1 highlights key differences between the two processes.

Figure 6.1: *Two Tools to Increase Professional Performance*

|  |  |  |
| --- | --- | --- |
|  | **Support Dialogue** | **Performance Improvement Plan** |
| **Purpose** | For teachers who could benefit from  targeted performance improvement OR  who would like to systematically focus on  her/his own performance growth. | For teachers whose work is  in the *Approaching Effective or*  *Ineffective* ~~“Developing/Needs~~  ~~Improvement” or~~  ~~“Unacceptable~~ categories” |
| **Initiates Process** | Evaluator or teacher | Evaluator\* |
| **Documentation** | ~~Form Provided: None~~  Optional*: Support Dialogue Form*  Memo or other record of the discussion~~/~~  or other forms of documentation at the  building/worksite level | Form Required: *Performance*  *Improvement Plan*  Building/Worksite Level  Director/Superintendent/Human  Resources is notified |
| **Outcomes** | * ~~Performance improvement is documented~~   ~~with the support dialogue continued at the~~  ~~discretion of the evaluator or the teacher~~   * ~~In some instances, little or no progress --~~   ~~the employee may be moved to an~~  *~~Improvement Plan~~*   * Sufficient improvement – no more support needed * Some improvement – continued support * Little or no progress − the employee may be moved to a *Performance Improvement Plan* | * Sufficient improvement --   recommendation to continue  employment   * Inadequate improvement --   recommendation to continue on  *Performance Improvement Plan*  OR non-renew or dismiss the  employee |

\* The principal is responsible for the overall supervision of personnel in the worksite/department/school and, as such, monitors the *Performance Improvement Plan* and makes the recommendations to the superintendent or her or his designee about the teacher’s progress. If an assistant principal has been collecting documentation such as observations, the assistant principal and the principal must confer about the *Performance Improvement Plan*.

Article 2, § 22-1.293 of the *Code of Virginia*: Teachers, Officers and Employees, states, in part, the following: A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his supervision. Beginning September 1, 2000, (i) principals must have received training, provided pursuant to §22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress prior to submitting such recommendations; and (ii) assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.

**Support Dialogue**

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing teachers. The option for a *Support Dialogue* is open to any teacher who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the teacher’s growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page ~~p. 75~~. After the agreed upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

Figure 6.2: *Sample Prompts*

|  |
| --- |
| **Sample Prompts for the Initial Conversation**  *What challenges have you encountered in addressing \_\_\_\_\_\_\_\_ (tell specific concern)?*  *What have you tried to address the concern of \_\_\_\_\_\_\_ (tell specific concern)?*  *What support can I or others at the school/worksite provide you?*  **Sample Prompts for the Follow-Up Conversation**  *Last time we met, we talked about \_\_\_\_\_\_\_\_(tell specific concern). What has gone well?*  *What has not gone as well?* |

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a teacher seeking self-improvement, the evaluator and the teacher may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For teachers for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the teacher’s practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

**SAMPLE: Support Dialogue Form** *(optional)*

*Directions: Teachers and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional and will not become part of a teacher’s permanent record.*

**What is the area of targeted support?**

**What are some of the issues in the area that are causing difficulty?**

**What strategies have you already tried and what was the result?**

**What new strategies or resources might facilitate improvement in this area?**

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance Improvement Plan**

If a teacher’s performance does not meet the expectations established by the school, the teacher will be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan* Formon pages 79-80. A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance* *Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

* a teacher receives two or more “Not Evident” ratings at the interim review;
* a rating of ~~“Developing/Needs Improvement”~~ *Approaching Effective* on two or more performance standards; or
* a rating of *Ineffective* ~~“Unacceptable~~” on one or more performance standards or an overall rating of ~~“Unacceptable.”~~ *Ineffective*.

## Implementation of Performance Improvement Plan

When a teacher is placed on a Performance Improvement Plan, the evaluator must:

* + provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
  + formulate a *Performance Improvement Plan* in conjunction with the teacher; and
  + review the results of the *Performance Improvement Plan* with the teacher within established timelines.

Assistance may include:

* assistance from a curriculum or program coordinator;
* support from a professional peer or supervisor;
* conferences, classes, and workshops on specific topics; and/or
* other resources to be identified.

## Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated ~~“Proficient~~*~~.~~*~~”~~ *Effective.*

b) Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated ~~“Developing/Needs Improvement.”~~ *Approaching Effective*.

c) Little or no improvement has been achieved; the teacher is rated ~~“Unacceptable.”~~ *Ineffective*.

When a teacher is rated ~~“Unacceptable,”~~ *Ineffective*, the teacher may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated “Unacceptable” a second time, the teacher will be recommended for dismissal.

When a teacher with continuing contract status is rated ~~“Unacceptable,”~~ *Ineffective*, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

## Request for Review of an ~~“Unacceptable”~~ *Ineffective* Rating

The teacher may request a review of the evidence in relation to an ~~“Unacceptable”~~ *Ineffective* rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

**SAMPLE: Performance Improvement Plan Form**

*(Required for a Teacher Placed on a Remediation Plan of Action)*

**Teacher’s Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade/Subject** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School Year** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance**  **Standard**  **Number** | **Performance Deficiencies Within the Standard to be Corrected** | **Resources/Assistance Provided;**  **Activities to be Completed by the Employee** | **Target Dates** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

The teacher’s signature denotes receipt of the form, and acknowledgment that the evaluator has

notified the employee of unacceptable performance.

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Initiated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Initiated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Results of Performance Improvement Plan[[87]](#footnote-7)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance**  **Standard**  **Number** | **Performance Deficiencies**  **Within the Standard to be Corrected** | **Comments** | **Review Dates** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Final recommendation based on outcome of Improvement Plan:***

**🞎** The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.

**🞎** The deficiencies were not corrected: teacher is recommended for non-renewal/dismissal.

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed\_\_\_\_\_\_\_\_\_\_

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed\_\_\_\_\_\_\_\_\_

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*Acknowledgements*

~~The Virginia Department of Education appreciates the work of those who contributed to the~~ *~~Guidelines for~~**~~Uniform Performance Standards and Evaluation Criteria for Teachers~~* ~~that became effective on July 1, 2012.~~

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The Virginia Department of Education appreciates the work of those who contributed to the *Guidelines for* *Uniform Performance Standards and Evaluation Criteria for Teachers*.

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**Endnotes**

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1. [↑](#endnote-ref-1)
2. [↑](#endnote-ref-2)
3. This topic is discussed more thoroughly in the *Introduction* section of this document. [↑](#footnote-ref-1)
4. [↑](#endnote-ref-3)
5. [↑](#endnote-ref-4)
6. [↑](#endnote-ref-5)
7. ~~Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge. Adapted with permission.~~ [↑](#endnote-ref-6)
8. Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). [↑](#endnote-ref-7)
9. National Council on Teacher Quality. (2019). [↑](#endnote-ref-8)
10. ~~Stronge, J. H. (2006), p. 1.~~ [↑](#endnote-ref-9)
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21. ~~The usage of the terms “effective” and “ineffective” is consistent with that used in professional literature. These terms are not intended to connote particular technical definitions.~~ [↑](#endnote-ref-20)
22. ~~Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).~~ [↑](#endnote-ref-21)
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30. ~~Stronge, J. H., et al., (in press).~~ [↑](#endnote-ref-29)
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42. Note: An evaluation cycle refers to an ongoing process of data collection, evaluator-evaluatee discussion, summative review, and performance improvement. The various cyclical steps in a quality evaluation system (e.g., classroom observation - feedback - improvement) are inextricably linked and seamless. [↑](#footnote-ref-4)
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62. ~~Tucker, P. D. & Stronge, J. H. (2006).~~ [↑](#endnote-ref-58)
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72. ~~e.g., Hanushek, E. A., & Rivkin, S. G. (2010).; Chetty, R.,Friedman, J. N., & Rockoff, J. E. (2014).~~ [↑](#endnote-ref-68)
73. ~~Hanushek, E. A., & Rivkin, S. G. (2010).; Harris, D. H., Ingle, W. K., & Rutledge, S. A. (2014).~~ [↑](#endnote-ref-69)
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79. ~~Teachers and administrators need to determine the applicability of progress table data to the evaluation of teachers who teach disproportionately large numbers of students for whom no progress table data are available. Students without a progress table data will include those who: transferred into their classroom from out of state or late in the school year, do not have two consecutive years of failing SOL test scores, or have earned sufficiently high scores on the SOL test that the progress table data was not provided. In situations in which a significant proportion of students taught do not have progress table data, this measure of student progress would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7~~. [↑](#endnote-ref-75)
80. ~~Tucker, P. D. & Stronge, J. H. (2005).~~ [↑](#endnote-ref-76)
81. ~~Tucker, P. D. & Stronge, J. H. (2005).~~ [↑](#endnote-ref-77)
82. ~~Stronge, J. H. & Grant, L. H. (2008).~~ [↑](#endnote-ref-78)
83. ~~The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.~~  [↑](#endnote-ref-79)
84. ~~For additional information regarding how to design student achievement goals and for samples of goals already developed, please refer to: Stronge, J. H. & Grant, L. W. (2009).~~ *~~Student achievement goal setting: Using data to improve teaching and learning. Larchmont~~*~~, NY: Eye On Education. (eyeoneducation.com)~~ [↑](#endnote-ref-80)
85. *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)* [↑](#footnote-ref-5)
86. *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)* [↑](#footnote-ref-6)
87. These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed. [↑](#footnote-ref-7)