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

## Date: November 14, 2019

### Title: Final Review of Proposed Revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*

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

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## Purpose of Presentation:

Action required by state or federal law or regulation.

## Executive Summary: The *Code of Virginia* requires the Board of Education to establish performance standards and evaluation criteria for teachers, principals, and superintendents. The Board of Education is beginning a process to review and make revisions to the *Guidelines for Uniform Performance Standards for Teachers, Principals, and Superintendents*. Prior to a broader review, revised Guidelines are being presented to the Board of Education to address only the weighting of the performance standards for the evaluation of teachers, principals, and superintendents.

In 2012, in response to federal reporting requirements pursuant to the State Fiscal Stabilization Fund (SFSF) and to meet requirements of Virginia’s Elementary and Secondary Education Act of 1965 Flexibility Plan, Virginia was required to ensure that student academic progress (standard 7) accounted for 40 percent of the summative evaluation for teachers. As such, the Board of Education’s current *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* called for the first six standards to be weighted equally at 10 percent each and the seventh standard, student academic progress, to account for 40 percent of the summative evaluation. Since the federal reporting requirement has been eliminated, these percentages are not mandated. The weighting of student academic progress at 40 percent of the summative evaluation is no longer required. The *Code of Virginia* requires that student academic progress be a **“significant”** component of the evaluation. The attached Guidelines propose that evaluation of student academic progress is met if *Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than one (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

## Attached are proposed revisions to the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher*s reflecting the revision of the guidance for weighting the performance standards. Since the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendent*s align with the teacher evaluation guidelines, proposed revisions to these documents also are attached.

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

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation:

## The Superintendent of Public Instruction recommends the Board of Education approve the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*.

## Rationale for Action:

## The weighting of the performance standards in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* are recommended to be revised. In response to the State Fiscal Stabilization Fund (SFSF) and to meet requirements of Virginia’s Elementary and Secondary Education Act Flexibility Plan, Virginia was required to ensure that student academic progress (standard 7) accounted for 40 percent of the summative evaluation for teachers; however, that requirement has been eliminated.

## Previous Review or Action:

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

Date: October 17, 2019

Action: First Review

Background Information and Statutory Authority:   
The *Code of Virginia* requires the Board of Education to establish performance standards and evaluation criteria for teachers, principals, and superintendents. The Board of Education is beginning a process to review and make revisions to the *Guidelines for Uniform Performance Standards for Teachers, Principals, and Superintendents*. Prior to a broader review, revised Guidelines are being presented to the Board of Education to address only the weighting of the performance standards for the evaluation of teachers, principals, and superintendents.

In 2012, in response to federal reporting requirements pursuant to the State Fiscal Stabilization Fund (SFSF) and to meet requirements of Virginia’s Elementary and Secondary Education Act of 1965 Flexibility Plan, Virginia was required to ensure that student academic progress (standard 7) accounted for 40 *percent of the summative evaluation for teachers. As such, the Board of Education’s current Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* called for the first six standards to be weighted equally at 10 percent each and the seventh standard, student academic progress, to account for 40 percent of the summative evaluation. Since the federal reporting requirement has been eliminated, these percentages are not mandated. The weighting of student academic progress at 40 percent of the summative evaluation is no longer required. The *Code of Virginia* requires that student academic progress be a “significant” component of the evaluation. The attached Guidelines propose that 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 one (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

The *Code of Virginia* stipulates specific requirements that must be included in a school board’s evaluation system. The evaluation system set forth by the Board of Education in the Guidelines, including sample forms and templates, may be implemented “as is” or used to refine existing local teacher evaluation systems provided statutory requirements are met.

Section [22.1-253.13:5](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:5/) of the *Code of Virginia* sets forth specific requirements for teacher evaluation.

**§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.**

…B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, 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 22.1-294 of the *Code of Virginia* states, in part, the following:

**§ 22.1-294. Probationary terms of service for principals, assistant principals, and supervisors; evaluation; reassigning principal, assistant principal, or supervisor to teaching position.**

…B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance standards set forth in the

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents as provided in § [22.1-253.13:5](http://law.lis.virginia.gov/vacode/22.1-253.13:5/) and that includes, among other things, an assessment of such administrators' skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline.

Pursuant to state law, teacher, principal, and superintendent evaluations must:

* be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents;
* include student academic progress as a significant component; and
* include an overall summative rating.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* each set forth seven performance standards. Evaluations must be consistent the following performance standards.

| **Performance Standards for Teachers** |
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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.* |
| **Performance Standard 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.* |
| **Performance Standard 3: Instructional Delivery**  *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.* |

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

| **Performance Standards for Principals** |
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| **Performance Standard 1: Instructional Leadership**  *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.* |
| **Performance Standard 2: School Climate**  *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.* |
| **Performance Standard 3: Human Resources Management**  *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.* |
| **Performance Standard 4: Organizational Management**  *The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.* |
| **Performance Standard 5: Communication and Community Relations**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders****.*** |

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| **Performance Standard 6: Professionalism**  *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.* |
| **Performance Standard 7: Student Academic Progress**  *The principal’s leadership results in acceptable, measurable student academic progress based on established standards.* |

| **Performance Standards for Superintendents** |
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| **Performance Standard 1: Mission, Vision, and Goals**  *The superintendent works with the local school board to formulate and implement the school division’s mission, vision, and goals to promote student academic progress.* |
| Performance Standard 2: Planning and Assessment *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.* |
| Performance Standard 3: Instructional Leadership *The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.* |
| **Performance Standard 4: Organizational Leadership and Safety**  *The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division’s organization, operation, and use of resources.* |
| **Performance Standard 5: Communication and Community Relations**  *The superintendent fosters the success of all students through effective communication with stakeholders.* |
| Performance Standard 6: Professionalism *The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession*. |
| **Performance Standard 7: Divisionwide Student Academic Progress**  *The superintendent’s leadership results in acceptable, measurable divisionwide student academic progress based on established standards.* |

Attached are proposed revisions to the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* reflecting the revision of the guidance for weighting the performance standards. Since the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* align with the teacher evaluation guidelines, proposed revisions to these documents also are attached.

Timetable for Further Review/Action:

Upon Board approval, the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* will be posted on Town Hall for a 30-day public comment period, disseminated by a Superintendent’s Memorandum and posted on the Department of Education’s website.

**Impact on Fiscal and Human Resources:**

The administrative impact will be absorbed within existing resources.