GUIDELINES FOR UNIFORM PERFORMANCE STANDARDS AND EVALUATION CRITERIA FOR TEACHERS

APPROVED BY THE BOARD OF EDUCATION
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INTERIM GUIDELINES

VIRGINIA BOARD OF EDUCATION

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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 (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. Phase 3 is expected to build on the importance of using multiple data sources and integrating professional development through feedback and coaching into the teacher evaluation system.

Part 1: Introduction

Why Quality Evaluation is Important

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.[1] 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.[2]

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:[3]

- 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.[4]

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.[5] 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.[6] 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.[7] 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.[8] 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.

Importance of Recognizing Teacher Effectiveness

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.[9] 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;
- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately
- optimize student learning and growth for all students.

A high-quality teacher 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;
- a procedure for conducting performance reviews that promote professional improvement, increase teacher involvement in the evaluation process, and adequately include accountability; and
- a 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[10]. 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.[11] 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.[12]

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.[13] 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 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 compensation 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 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of multiple lowest weighted standards.

The 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, school counselors and library-media specialists may require modified performance standards and data sources different from those of 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 may 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.

Part 2:
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 evidence 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 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, student data, and engaging and research-based 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 meet individual learning needs.*

Performance Standard 4: Assessment of/for Student Learning
The teacher systematically gathers, analyzes, and uses all 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.

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[a]
The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

Performance Standard 7: Professionalism
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.

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

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard. This helps teachers and their evaluators clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being successfully met. However, the list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Indicators in one performance standard 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. Some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Examples of specific indicators for various content areas and specialties are provided in the appendices of the *Teacher Performance Evaluation System (TPES) Handbook*.

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[a] The VDOE Office of Equity and Community Engagement recommends the following resources: Navigating EdEquityVA Roadmap: (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 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*.

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.

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 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates an 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.

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 Demonstrates an understanding of appropriate accommodations for diverse learners and 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, student data, and engaging and research-based 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 uses multiple sources of student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Reflects on plans after instructional delivery for future modifications.

2.5 Aligns lesson objectives to the school's curriculum and student learning needs.

2.6 Develops appropriate 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/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

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 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 Builds upon students' existing knowledge and skills.

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 the lesson, 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.

Performance Standard 4: Assessment of/for Student Learning
The teacher systematically gathers, analyzes, and uses all 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.

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, 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.

4.6 Aligns student assessment with established curriculum standards and benchmarks.

4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.

4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.9 Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

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 Encourages student engagement, inquiry, and intellectual risk-taking.

5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.

5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.

5.8 Addresses student needs 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.

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 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:

6.1 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.

6.2 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,[b] including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.3 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.

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[b] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

6.4 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.

6.5 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 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 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 socioeconomic status) that perpetuate fear and anxiety of difference.

Note: Equity in education is achieved when student academic achievement cannot be determined by demographic factors.

Standard 6: Developed by the Virginia Department of Education with adaptations from Navigating EdEquityVA – Virginia's Roadmap to Equity, 2021

Performance Standard 7: Professionalism
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.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.

7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

7.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.

7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.

7.6 Engages in activities outside the classroom intended for school and student enhancement.

7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.

7.8 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.

7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.

7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Performance Standard 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:

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year.

8.3 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.

8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Note: *Performance Standard 8*: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching − as documented in Performance 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.

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 evidence 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 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 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).*
Documentation Logs (Highly Recommended)	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*[14]

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.[15] In addition, student surveys also correlate with student growth scores.[16]

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, from quick, drop-by classroom visits, to more formal, pre-planned observational reviews using

validated instruments for documenting observations.[17]   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 Observations

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 *Pre-observation Conference Form* and sample *Formative Feedback Form* are provided on the following pages, 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 *Formative Feedback Form* as well as any other applicable documentation. 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.

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?	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern and/or areas of growth?	
7. What factors or evidence do you consider to ensure culturally responsive teaching practices within this lesson?	

SAMPLE: 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

---

1. Professional Knowledge

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

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an 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.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, 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_ ☐

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2. Instructional Planning

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.

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans 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 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/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Comments:

Observation ☐   *Artifacts* ☐   *Other* ☐

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 meet individual learning needs.

- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, 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* ☐

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all 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.

- 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, 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.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

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.
- Encourages student engagement, inquiry, and intellectual risk-taking.

- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs 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 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 all students with specific attention to students within gap groups.
- 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,[c] including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 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.

- 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 inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 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 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 socioeconomic status) that perpetuate fear and anxiety of difference.

Comments:

Observation ☐   *Artifacts* ☐   *Other* ☐

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[c] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

7. Professionalism

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.

- Adheres to federal and state laws, school and division policies, 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.
- 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/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Comments:

Observation ☐ *Artifacts* ☐ *Other* ☐

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 academic 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 information more frequently 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 instructional and non-instructional routines at various times throughout the evaluation cycle.[d] 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.[18] A sample *Informal Classroom Observation/Walk-through Form* is provided on the following page. 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.

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[d] 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.

SAMPLE: Informal Classroom Observation/Walk-through Form

Directions: This form can be used by the evaluator to document 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.

Teacher Observed: _____

Date: _____ Time: _____

1. Professional Knowledge • Addresses relevant curriculum standards • Integrates key content elements and facilitates students' use of higher-level thinking skills • Links present content with past and future learning • 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 • Understands the development of student age group • Understands appropriate accommodations for diverse learners and students learning in unique contexts • Uses precise language, vocabulary, and grammar as they relate to discipline/grade level	**Specific Examples:**
3. Instructional Delivery • Builds on prior knowledge • Differentiates instruction • Reflects on plans after delivery • Motivates students and 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:**
5. Learning Environment • Arranges/modifies the classroom to maximize learning • Establishes clear expectations • Maximizes instruction and minimizes disruptions • Establishes a climate of trust/teamwork • Encourages student engagement, inquiry, intellectual risks • Promotes respectful interactions • Listens and makes accommodations for students' needs • Works with students individually and in groups • Promotes academically appropriate/challenging environment	**Specific Examples:**

6. **Culturally Responsive Teaching and Equitable Practices** • 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 socioeconomic conditions	**Specific Examples:**

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). 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.[19] Students' perceptions of a supportive learning environment are associated with their engagement, attitudes, and academic achievement.[20] Effective teachers conduct action research and inquiry about their teaching practice to intentionally improve their effectiveness.[21]

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 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.

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.	My teacher knows a lot about what he or she is teaching.	☺ 😐 ☹
2.	My teacher is ready to teach every day.	☺ 😐 ☹
3.	My teacher makes learning interesting.	☺ 😐 ☹
4.	My teacher explains things so I understand.	☺ 😐 ☹
5.	My teacher uses different ways to help me learn.	☺ 😐 ☹
6.	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.	☺ 😐 ☹

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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 checkmark (✓) 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 knows a lot about what is taught.

2. My teacher is prepared and ready for teaching every day.

3. My teacher explains things so I understand.

4. My teacher makes class interesting and challenging.

5. My teacher uses different ways to teach and help me learn.

6. I am able to do the work my teacher gives me.

7. My teacher allows me to show my learning in a variety of ways.

8. My teacher lets my parents know how I am doing in school.

9. My teacher returns my work with helpful comments on it.

10. My teacher makes it okay for me to ask questions when I don't understand something.

11. My teacher shows respect to all students.

12. I know what the rules are in my class.

13. I learn new things in my class.

14. My teacher is enthusiastic and eager to learn.

15. My teacher listens to me.

16. My teacher makes learning online enjoyable.

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YES   SOMETIMES   NO

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

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

		Strongly Disagree	Disagree	Agree	Strongly Agree
18.	helps me reach my potential.	1	2	3	4
19	assigns relevant homework.	1	2	3	4
20.	communicates honestly with me.	1	2	3	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/caregivers.	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 Form

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 Documentation Log's Learning Environment section.)

Documentation Logs

Artifacts of a teacher's performance can serve as valuable and insightful data sources 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. 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?

For probationary teachers and teachers on *Performance Improvement Plans* (see Part 6), the Documentation Log contains items relevant to a single evaluation year. A new Documentation Log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the 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 clearly indicates which school year it represents (for example, 2020-2021 Communication Log).

Sample Documentation

Sample documentation for each of the 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.*

   > 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, student data, and engaging and research-based strategies and resources to meet the needs of all students.*

   > 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 meet individual learning needs.*

   > Samples of handouts/presentation visuals
   >
   > Annotated photographs of class activities
   >
   > Video/audio samples of instructional units

4. **Assessment of/for Student Learning:** *The teacher systematically gathers, analyzes, and uses all 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.*

Brief report describing record-keeping system and how it is used to monitor student academic progress

Copy of scoring rubric used for a student project

Summary explaining grading procedures

Photocopies or photographs of student work

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.*

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

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 academic achievement for all students.

> Samples of culturally-diverse and inclusive instructional materials
>
> 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

7. **Professionalism:** *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.*

> Examples of collaborative work with peers
>
> Certificates or other documentation from professional development activities taken or given (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/caregivers, and peers
>
> Instructional leadership or research projects
>
> Work done in support of state and national organizations

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

> Analysis of grades for the marking period
>
> 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: 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			

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Performance Standard	Evidence Included	Teacher Reflection Comments*	Administrator Feedback
Assessment of/for Student Learning			
Learning Environment			
Culturally Responsive Teaching and Equitable Practices			
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.

Self-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.[22] 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.[23] 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.

SAMPLE: Teacher Self-evaluation Form

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on 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, student data, and engaging and research-based 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 to meet individual learning needs.

Areas of strength:

Areas needing work/strategies for improving performance:

---

4. Assessment of/for Student Learning
   The teacher systematically gathers, analyzes, and uses all 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.

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 academic achievement for all students.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Professionalism
  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.

Areas of strength:

Areas needing work/strategies for improving performance:

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

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.[24] 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.[25] 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.[26]

- 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.[27]

- 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.[28] 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.[29]

- 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.[30]

- 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.[31]

- 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[32].

- 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.[33]

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, 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.[34]

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.[35]

Methods for Connecting Student Performance to Teacher Growth and 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 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of multiple lowest weighted standards. 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 by 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, the data should be reviewed for accuracy and appropriateness before including it in a teacher's performance evaluation. Guidance for applying progress table data to teacher performance evaluation is provided in Figure 4.3. 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 that more than one measure of student academic progress can be included in all teachers' 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 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 4.1: *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[e]; 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.

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[e] 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.

Teachers	Application of Progress Table Data	Other Student Academic Progress Measures
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.

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 gain score approach can be used that documents their influence on student learning. Simply put, a student growth component in a teacher assessment system can be summarized using the equation in Figure 4.2.

Figure 4.2: *Student Achievement Goal Setting Equation*

Student Learning Ending Level - <u>Student Learning Beginning Level</u> Student Academic Growth

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 _____

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

An interim review, especially for probationary teachers, 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 eight standards but does not include a rating of performance.* A sample *Teacher Interim Performance Report* is provided on the following pages.

SAMPLE: Teacher Interim Performance Report

Teacher's Name _____ School Year(s) _____

Grade/Subject _____

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, Documentation Log 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.

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an 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.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, 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, student data, and engaging and research-based strategies and resources to meet the needs of all students.

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans 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 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/or 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 meet individual learning needs.

- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, 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* ☐

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all 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.

- 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, 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.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- -Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Comments:

Evident ☐ *Not Evident* ☐

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.
- Encourages student engagement, inquiry, and intellectual risk-taking.

- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs 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* ☐

6: Culturally Responsive Teaching and Equitable Practices
The teacher demonstrates a commitment to equity and provides instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and 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 all students with specific attention to students within gap groups.
- 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,[f] including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 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.

- 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 inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 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 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 socioeconomic status) that perpetuate fear and anxiety of difference.

Comments:

Evident ☐   *Not Evident* ☐

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[f] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

7. Professionalism

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.

- Adheres to federal and state laws, school and division policies, 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.
- 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/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Comments:

Evident ☐   *Not Evident* ☐

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 academic 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 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 the standards are performed.

Definitions of Ratings

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
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that <u>consistently and considerably</u> 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 <u>consistently meets</u> 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 <u>inconsistent</u> 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

Category	Description	Definition
Ineffective	The teacher <u>consistently performs below</u> 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

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative general description of performance at each level. 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 focus on ways to enhance their teaching practice. ***Please note: The rating of Effective is the expected level of performance and is written as the actual performance standard. Additionally, the recommended performance rubrics presented in this document may be modified at the discretion of school division decision-makers.***

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.

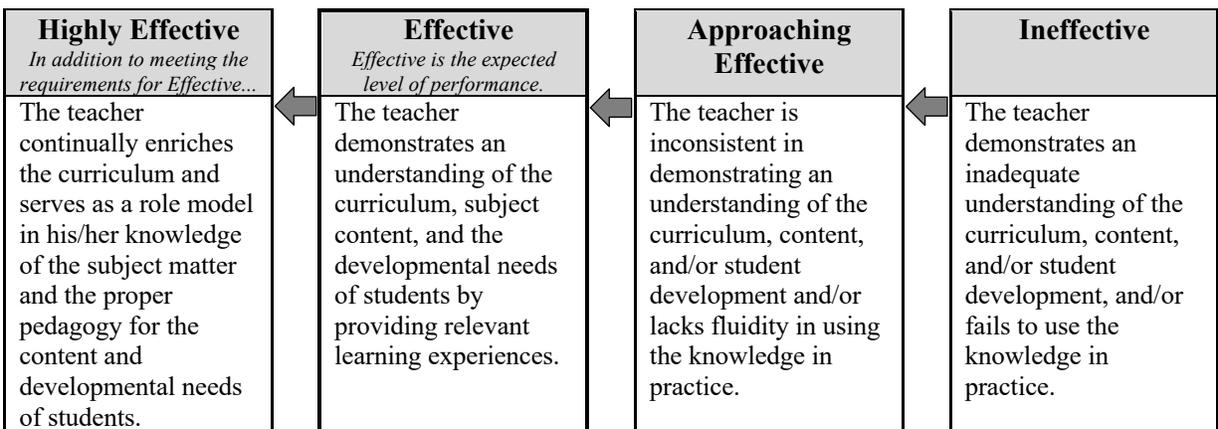Teachers are evaluated on the performance standards using the following performance rubrics:

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 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates an 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.

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 Demonstrates an understanding of appropriate accommodations for diverse learners and 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.

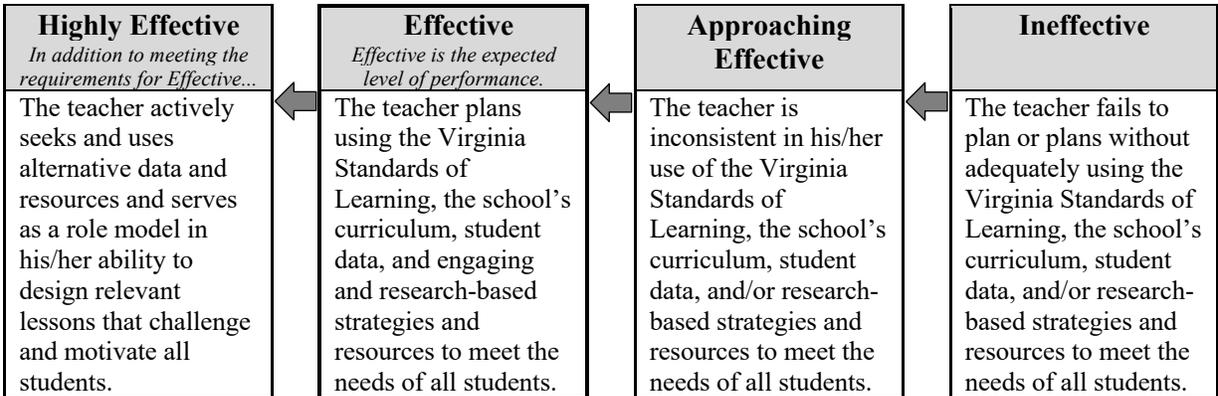| **Highly Effective** *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter 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.

Performance Standard 2: Instructional Planning
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.

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 uses multiple sources of student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Reflects on plans after instructional delivery for future modifications.

2.5 Aligns lesson objectives to the school's curriculum and student learning needs.

2.6 Develops appropriate 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/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

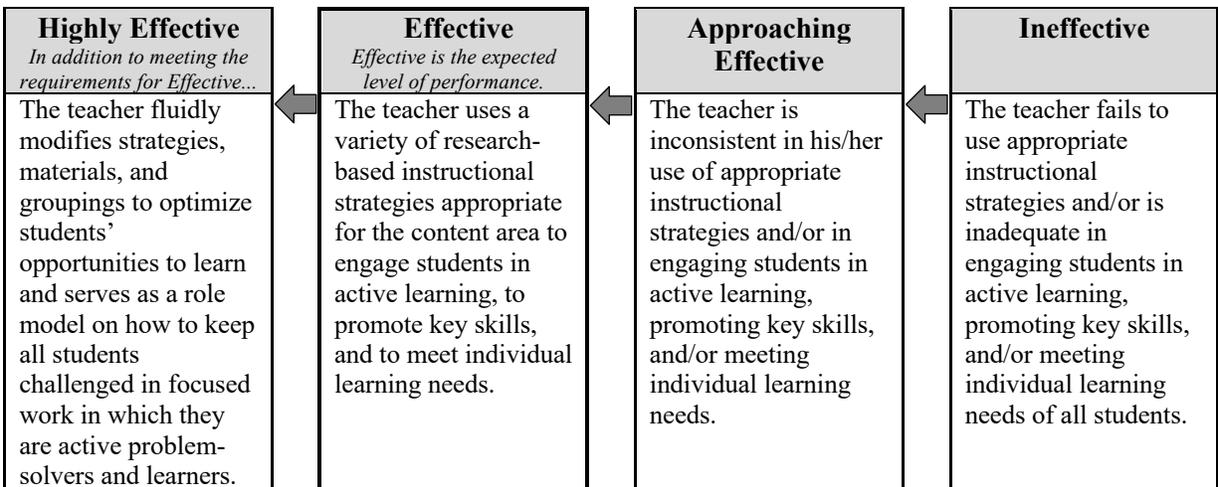| **Highly Effective** *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability 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.

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 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 Builds upon students' existing knowledge and skills.

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 the lesson, 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.
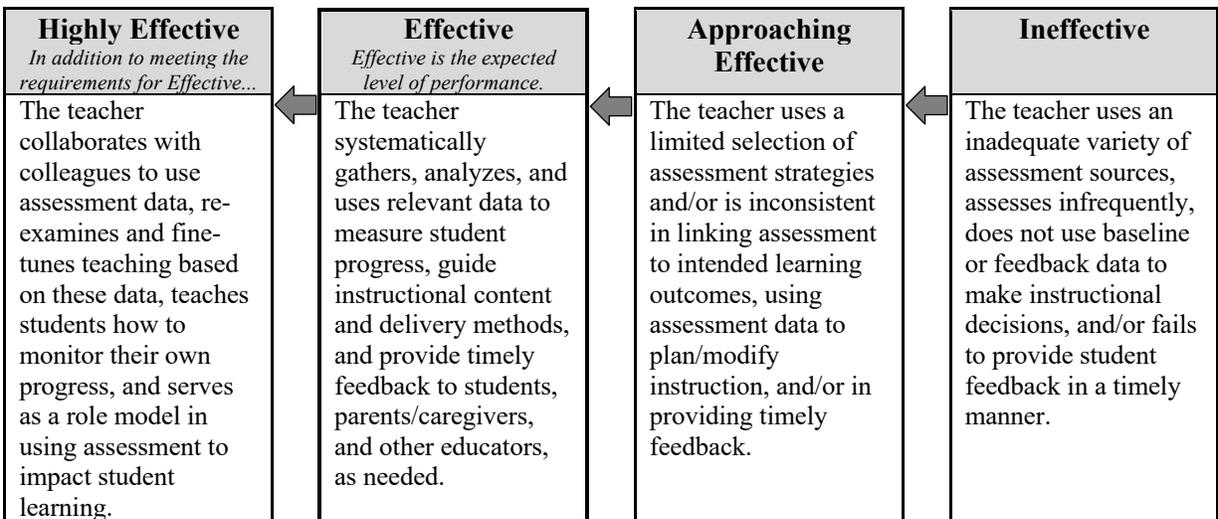
Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role 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 Standard 4: Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all 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.

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, 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.

4.6 Aligns student assessment with established curriculum standards and benchmarks.

4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.

4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.9 Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.
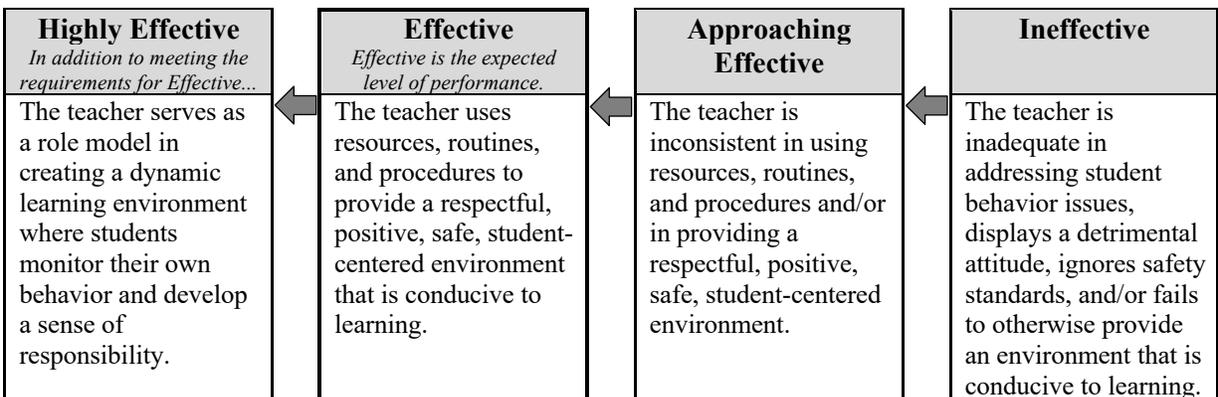
Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students 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.

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

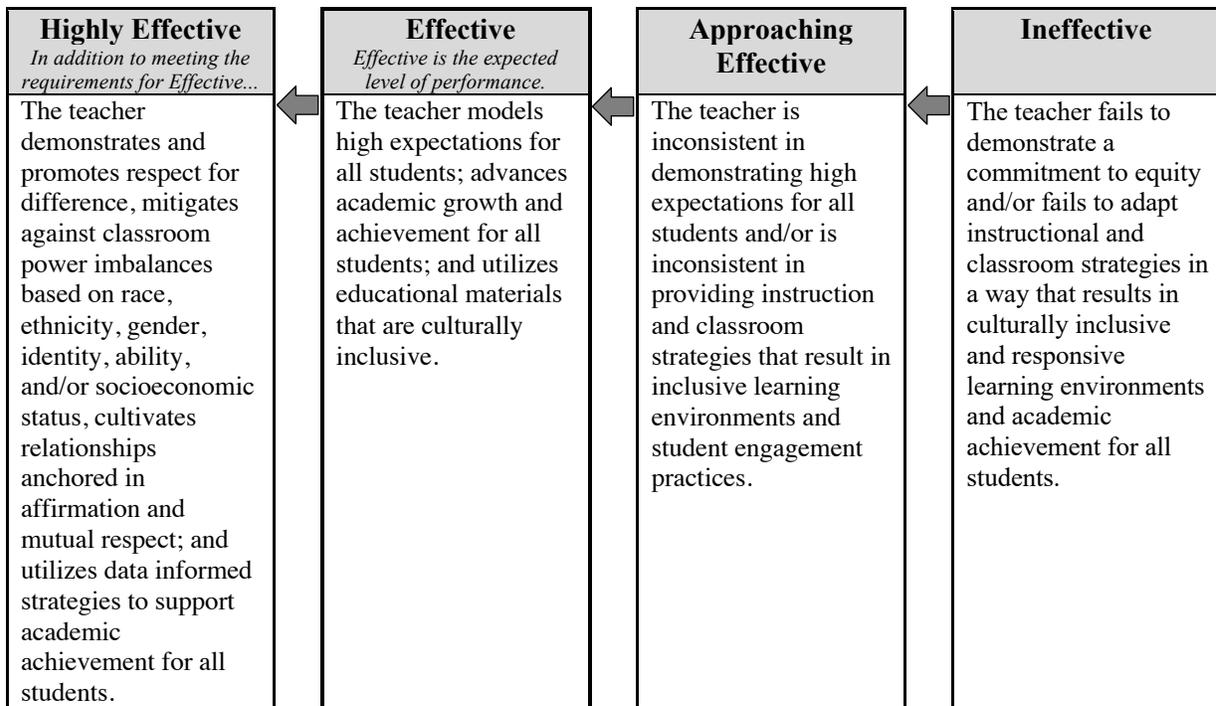*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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 Encourages student engagement, inquiry, and intellectual risk-taking.

5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.

5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.

5.8 Addresses student needs 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.

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.

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 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:

6.1 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.

6.2 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,[g] including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.3 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.

6.4 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.

6.5 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 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 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 socioeconomic status) that perpetuate fear and anxiety of difference.

*Note: Equity in education is achieved when student academic achievement cannot be determined by demographic factors.

Standard 6: Developed by the Virginia Department of Education with adaptations from Navigating EdEquityVA – Virginia's Roadmap to Equity, 2021
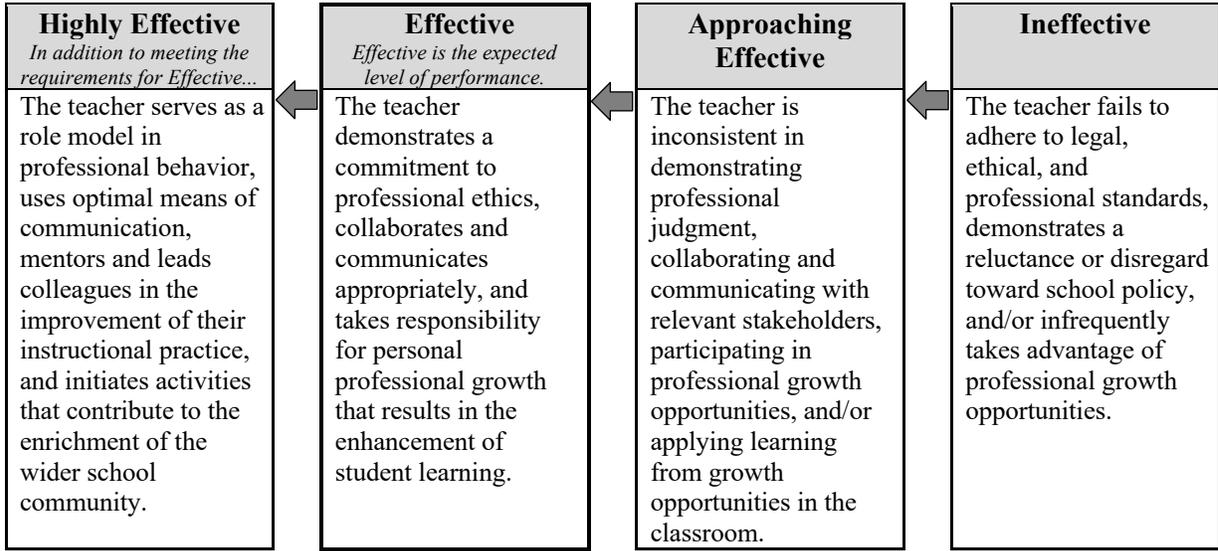
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[g] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	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 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 results in culturally inclusive and responsive learning environments and academic achievement for all students.

Performance Standard 7: Professionalism

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.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.

7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

7.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.

7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.

7.6 Engages in activities outside the classroom intended for school and student enhancement.

7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.

7.8 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.

7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.

7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

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.

Performance Standard 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:

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year.

8.3 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.

8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

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 eight teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate data 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. 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.

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

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:

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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 demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	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 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 results in culturally inclusive and responsive learning environments and 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:

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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.

Two tools 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* categories
Initiates Process	Evaluator or teacher	Evaluator*
Documentation	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	• 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 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. 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 Form* on the following pages. 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 *Approaching Effective* on two or more performance standards; or
- a rating of *Ineffective* on one or more performance standards or an overall rating of *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:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated *Effective.*
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *Approaching Effective*.
- Little or no improvement has been achieved; the teacher is rated *Ineffective*.

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

When a teacher with continuing contract status is rated *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 *Ineffective* Rating

The teacher may request a review of the evidence in relation to an *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[h]

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_____

---

[h] These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

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Endnotes

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