

BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { X }      ACTION { X }      CLOSED MEETING { }

**SUBJECT:**                      SUPERINTENDENT’S REPORT – PRESENTATIONS / INFORMATION

Teacher Evaluation Overview

**BACKGROUND:**                      In April, 2011, the Board of Education approved revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers*. Both become effective on July 1, 2012. Consistent with these documents a revised teacher evaluation process, *Teacher Growth and Performance Evaluation System*, has been developed.

Part I – Introduction and Process and Part II – Performance Standards attached for your review. Your approval to implement the new teacher evaluation system is requested.

Part III – Forms will be shared on or before the August 7, 2012 School Board meeting.

**RECOMMENDATION:**                      Approval of revised teacher evaluation system is recommended.

**Superintendent's Memo #136-11****COMMONWEALTH of VIRGINIA  
Department of Education**

May 13, 2011

TO: Division Superintendents

FROM: Patricia I. Wright, Superintendent of Public Instruction

**SUBJECT: Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers***

On April 28, 2011, the Board of Education approved the revised documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*. The guidelines and standards will become effective on July 1, 2012; however, school boards and divisions are authorized to implement them prior to July 1, 2012.

The Board of Education's action was based on recommendations from a Work Group on Teacher Evaluation established by the Virginia Department of Education. The Work Group included teachers, principals, superintendents, human resources representatives, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, Virginia School Boards Association and the Virginia Parent Teacher Association), expert consultants (Dr. James Stronge, Heritage Professor of Educational Policy, Planning, and Leadership, The College of William and Mary; and Dr. Terry Dozier, Associate Professor, Teaching and Learning, and Director, Center for Teacher Leadership, Virginia Commonwealth University), and Department of Education personnel. The Department of Education is planning to establish a second work group in fall 2011 to review performance standards and evaluation criteria for principals. The guidelines for uniform performance standards and evaluation criteria for principals and superintendents that were approved on January 6, 2000, will continue to be effective until revisions are presented and approved by the Board of Education.

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) included in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards shall develop procedures in evaluating instructional personnel that address **student academic progress**.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven performance standards for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the following performance standards (objectives) approved by the Board:

**Performance Standard 1: Professional Knowledge**

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

**Performance Standard 2: Instructional Planning**

*The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

**Performance Standard 3: Instructional Delivery**

*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

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

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

**Performance Standard 5: Learning Environment**

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

**Performance Standard 6: Professionalism**

*The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

**Performance Standard 7: Student Academic Progress**

*The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

The *Code of Virginia* requires that school boards' procedures for evaluating teachers and principals address student academic progress; how this requirement is met is the responsibility of local school boards. Though the recommended teacher evaluation model is not mandated, the Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that each teacher receive a summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. The document provides guidance for incorporating multiple measures of student academic progress into teacher performance evaluations.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local teacher evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

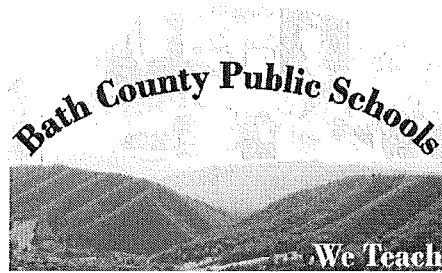
The *Virginia Standards for the Professional Practice of Teachers* define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing professional development can be aligned. The revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* incorporate these teaching standards. The document serves as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers and for colleges and universities in teacher preparation.

The revised documents are available on a new page on the Department of Education Web site and can be accessed at [http://www.doe.virginia.gov/teaching/performance\\_evaluation/](http://www.doe.virginia.gov/teaching/performance_evaluation/). The reference document, *The Research Base for the Uniform Performance Standards for Teachers*, also will be posted on this site. This site will be used to post training and support materials for the new evaluation model as they are developed.

If you have any questions or need additional information, please contact Dr. James W. Lanham, director of teacher licensure and school leadership, via e-mail at [James.Lanham@doe.virginia.gov](mailto:James.Lanham@doe.virginia.gov) or telephone at (804) 371-2471.

PIW/psp

c: School Division Human Resources and Licensure Contacts  
Virginia College and University Deans and Directors of Education



*Bath County Public Schools*

**Teacher  
Growth and  
Performance  
Evaluation  
System**

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Pilot Year 2012-2013

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# ACKNOWLEDGMENTS

Resource documents, including the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*, provided by the Virginia Department of Education were used as guides for the development of a new teacher evaluation system for Bath County Public Schools.

The Teacher Evaluation Design Team members included:

Les Balgavy \* ..... Principal, Millboro and Valley Elementary Schools

Joey Crawford \* ..... Teacher, Millboro Elementary School

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Sue Hirsh \* .....Division Superintendent

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Jeanie Rooklin \* ..... Teacher, Bath County High School

Sarah Rowe \* .....Principal, Bath County High School

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\*Attended three one-day workshops, *Improving Teacher Performance by Improving Teacher Evaluation*, for K-12 Administrators, Human Resource Personnel, and Lead Teachers (October, 2011, February and April, 2012) presented by James H. Strong, Ph.D., Heritage Professor of Educational Policy, Planning, and Leadership, College of William and Mary, and Virginia Department of Education staff members.

# PART I: INTRODUCTION AND PROCESS

## INTRODUCTION

The *Bath County Public Schools Teacher Growth and Performance Evaluation System* (TGPES) uses the Goals and Roles Performance Evaluation Model<sup>®</sup> developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The TGPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

### Purposes

The primary purposes of TGPES are to:

- optimize student learning and growth;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Bath County Public Schools;
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

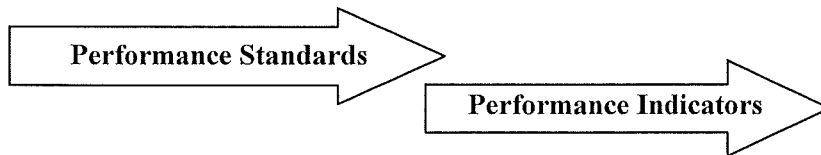
The distinguishing characteristics of TGPES are:

- a focus on the relationship between professional performance and improved learner academic achievement;
- sample performance indicators for each of the teacher performance standards;
- a system for documenting teacher performance based on multiple data sources;
- a procedure for conducting performance reviews that stresses accountability; promotes professional improvement, and increases the involvement of teachers in the evaluation process; and
- a support system for providing assistance when needed.

# IDENTIFYING TEACHER PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the TGPES. 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, Performance Standards and Performance Indicators.



## Performance Standards

Performance standards refer to the major duties performed. There are seven performance standards for all teachers.

### **Performance Standard 1: Professional Knowledge**

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

### **Performance Standard 2: Instructional Planning**

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

### **Performance Standard 3: Instructional Delivery**

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

### **Performance Standard 4: Assessment of and for Student Learning**

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

### **Performance Standard 5: Learning Environment**

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

### **Performance Standard 6: Professionalism**

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

### **Performance Standard 7: Student Academic Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.



## Performance Indicators

A set of performance indicators has been developed (see Part II) to provide examples of observable, tangible behaviors. The performance indicators are *examples* of the types of performance that will occur if a standard is being successfully met. ***The list of performance indicators is not limited and all teachers are not expected to demonstrate each performance indicator.***

The performance indicators help teachers and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. ***Ratings are NOT made at the performance indicator level, but at the performance standard level.***

## DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described in Figure 1 below provide accurate feedback on teacher performance.

Figure 1: *Data Sources for Teachers*

Data Source	Definition
<p><b>Goal Setting for Student Progress</b></p> <p><i>Use of measures of Academic Progress is Required.</i></p>	<p>Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set <b>goals</b> for improving <b>student progress</b> based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.</p>
<p><b>Observations</b></p> <p><i>Use of Observation is required.</i></p>	<p>Classroom <b>observations</b> provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two observations will occur prior to the end of the first semester and the third by March 31. Only the first observation will be announced. Teachers employed under a continuing contract will be observed at least once per year. The observation will be unannounced. Additional observations for any staff member will be at the evaluator's discretion. All observations will include a classroom observation of at least 30 minutes and a post-conference within 48-72 hours. A pre-conference may be conducted at the request of the teacher or the evaluator.</p>
<p><b>Teacher Documentation Log</b></p> <p><i>Required.</i></p>	<p>The <b>Documentation Log</b> includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.</p>
<p><b>Student Surveys</b></p> <p><i>Strongly encouraged.</i></p>	<p>Teachers are encouraged to <b>survey their students</b>. It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.</p>

## Student Progress

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria (2011)* incorporate growth as a **significant** component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that student learning, as determined by **multiple measures** of growth, accounts for a total of **40 percent** of an individual's summative evaluation. When the data are available and can be used appropriately, student growth percentiles (SGP) may be used as one measure of student progress. Whenever possible, it is recommended that growth measures be grounded in validated, quantitative measures, using tools already in use or available in the division.

It is important to understand that *less than 30 percent* of teachers in Virginia’s public schools will have a direct measure of student progress based on Standards of Learning assessment results. The median student growth percentile may be used as one direct measure of student progress when the data are available for a minimum of 40 students and growth data are available for at least two years. However, there must be additional measures for the remaining 70 percent of teachers, and to ensure there are one or more additional measures for teachers who can appropriately use the student growth percentile as one of multiple growth measures in the evaluation. Quantitative measures of growth based on validated achievement measures that already are being used locally should be the first data considered when determining local growth measures; other measures are recommended for use when two valid and direct measures of growth are not available.

## **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 based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting* is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A value-added – or gain score – approach can be used that documents their influence on student learning.

Depending on grade level, content area, and learner’s ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

## **The Intent of Student Achievement Goal Setting**

Teachers have a definite and powerful impact on student learning and academic performance. The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and ultimately,
- increase student achievement.

## Observations

Observations are intended to provide information on a wider 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. **Observation Form(s)** are used to provide targeted feedback on teachers' effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism and Communication, and Student Progress.

Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two of these formal observations will occur prior to the end of the first semester and the third by March 31. Only the first observation will be announced. Teachers employed under a continuing contract will be observed at least once per year prior to the end of the first semester. The observation will be unannounced. Additional observations for any staff member will be at the evaluator's discretion. All formal observations will include a classroom observation of at least 30 minutes and a post-conference within 48-72 hours. A pre-conference may be conducted at the request of the teacher or the evaluator.

Evaluators use formal and informal observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about a formal observation using an observation form and through a post-conference with the teacher.

After each formal observation, one copy of the observation form will be given to the teacher and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

## Teacher Documentation Log

The purpose of the **Teacher Documentation Log** is to provide evidence of performance related to specific standards. *The items required in the Teacher Documentation Log as well as other suggested items* are listed by standard in Figure 2. Examples provided should not be considered as limiting items for inclusion. These documents provide evaluators with information they likely would not receive in an observation. Specifically, the Teacher Documentation Log provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator. The emphasis is on the **quality** of work, **not the quantity** of materials presented. Furthermore, the Teacher Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used. Evaluators review the documentation log annually. Additionally, each teacher will meet with evaluator to review his/her documentation log by the end of the first semester.

The Teacher Documentation Log should be available at the request of the evaluator at any time.

## **Documentation Log**

### *A Documentation Log ...*

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation;
- is a collection of artifacts that result from regular classroom instruction;
- may be kept as electronic files or in paper form (e.g. three ring binder, file folder);
- must include the required documentation listed on the cover sheet;
- is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/monthly);
- should be available for review at administrator's request;
- should be user-friendly (neat, organized);
- remains in teacher's possession except when reviewed by the evaluator;
- belongs to the employee; and
- will be checked at least one time per year with feedback provided.

### *A Documentation Log is NOT ...*

- a portfolio; or
- additional forms or materials created solely for the purpose of evaluation.

Figure 2: *Items in a Teacher Documentation Log*

Standards	Required Item	Examples of Evidence
1. Professional Knowledge	YES.  Evidence supporting professional knowledge	Can include, but not limited to: <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by teacher</li> </ul>
2. Instructional Planning	YES.  Evidence of using data about student learning to guide planning and instruction	Can include, but not limited to: <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Data driven curriculum revision work</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Sample lesson or unit plan</li> <li>○ Course syllabus</li> <li>○ Intervention plan</li> <li>○ Substitute lesson plan</li> <li>○ Annotated learning objectives</li> </ul>
3. Instructional Delivery	NO.	Can include, but not required: <ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample work</li> <li>• Video/audio samples of instructional units</li> </ul>
4. Assessment of and for Student Learning	YES.  Evidence of the use of baseline and periodic assessments	Can include, but not limited to: <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>○ Copy of scoring rubrics</li> <li>○ Photographs or photocopies of student work with written comments</li> <li>○ Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>○ Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>○ Copy of students' journals of self-reflection and self-monitoring</li> </ul>

Figure 2 (continued)

Standards	Required Item	Examples of Evidence
5. Learning Environment	NO.	Can include, but not required: <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>
6. Professionalism	YES.  Evidence of <ul style="list-style-type: none"> <li>• Commitment to professional growth</li> <li>• Parent Communication Log</li> </ul>	Can include, but not limited to: <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Copy of classroom newsletter or other parent information documents</li> <li>○ Sample copy of interim reports</li> </ul>
7. Student Academic Progress	YES.  <input type="checkbox"/> Evidence of student progress	Student Achievement Goal Setting Document – Revised at midterm and summarized at end of year

## Student Surveys

Use of the **student survey** is *strongly encouraged* to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. The student survey may provide information that may not be accurately obtained in observations.

Different-versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades 9-12 administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion.

The teacher retains sole access to the results of the student surveys. The teacher may choose to include a summary of the survey data in his/her Documentation Log.

## Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 3 shows the alignment of performance standard by data source.

Figure 3: *Aligning Multiple Data Sources with Performance Standards*

Performance Standard	Teacher Documentation Log	Student Growth Percentiles and/or Goal Setting	Observations	Student Surveys
1. Professional Knowledge	/	/	X	/
2. Instructional Planning		/	X	/
3. Instructional Delivery		/	X	/
4. Assessment of and for Student Learning	X	/	/	
5. Learning Environment			X	/
6. Professionalism	X		/	/
7. Student Academic Progress		X		/
X indicates a strong relationship / indicates a relationship				

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year. Further details on the rating process are provided in subsequent sections of the Handbook.

## Evaluation Schedule

**Summative evaluations** are to be completed by the last week of school. Figure 4 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations and goal setting.

### Teachers New to Bath County Public Schools

All probationary teachers are evaluated summatively during each of their first three years in the school division. Both announced and unannounced observations are done annually for probationary teachers. Probationary teachers will also receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards.



## **Teachers on Continuing Contract (Veteran Teachers)**

All teachers on continuing contract receive interim evaluations each year and a summative evaluation every third year. Unannounced observations and goal setting for student progress are done yearly for all teachers, regardless of whether it is their summative evaluation year or not. Teacher Documentation Logs are considered to be a work in progress and are ongoing throughout the three-year evaluation cycle.

## **Documentation Records**

Documentation records are maintained by both the teacher and the evaluator for the entire evaluation period. If the teacher transfers among Bath County Public Schools, the documentation shall be forwarded to the receiving school's evaluator. At the end of an evaluation cycle, the evaluator retains copies of Student Progress Goal Setting Forms, Teacher Documentation Log, Observation Form(s), and the Summative Evaluation Form.

Figure 4: *TGPES Evaluation Schedule- Timelines, Expectations and Responsibilities*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Ad	Te
During the 1 <sup>st</sup> Month	<ul style="list-style-type: none"> <li>Establish student progress goals (all probationary and continuing contract teachers)</li> </ul>	<i>Goal Setting for Student Progress Form</i>	✓	✓
Before the end of the 1 <sup>st</sup> Quarter	<ul style="list-style-type: none"> <li>Observations (all probationary teachers)</li> </ul>	<i>Observation Form</i>	✓	
Before the end of the 2 <sup>nd</sup> Quarter	<ul style="list-style-type: none"> <li>Observations (all probationary and continuing contract teachers)</li> </ul>	<i>Observation Form</i>	✓	
Before end of the 1 <sup>st</sup> Semester	<ul style="list-style-type: none"> <li>Summary of <b>optional</b> Student Survey Feedback (all probationary and continuing contract teachers)</li> </ul>	<i>Student Surveys and Student Survey Summary Form</i>		✓
Mid-year	<ul style="list-style-type: none"> <li>Mid-year review of student progress goal (all probationary [1/15] and continuing contract teachers [2/15])</li> <li>Review documentation logs by above dates (all probationary and continuing contract teachers)</li> <li>Interim performance evaluation by above dates (all probationary and continuing contract teachers)</li> </ul>	<i>Goal Setting for Student Progress Form</i>	✓	✓
		<i>Documentation Log</i>	✓	✓
		<i>Interim Performance Report</i>	✓	
During the 2 <sup>nd</sup> Semester	<ul style="list-style-type: none"> <li>Observations (all probationary and continuing contract teachers)</li> </ul>	<i>Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	<ul style="list-style-type: none"> <li>Submission of end-of-year reviews of student progress goal and documentation logs (all probationary and continuing contract teachers in their summative evaluation year)</li> </ul>	<i>Goal Setting for Student Progress Form</i>	✓	✓
		<i>Documentation Log</i>	✓	✓
Before Last Week of School Complete Summative Evaluations - Probationary by 5/1 Continuing by 6/1	<ul style="list-style-type: none"> <li>Submission of end-of-year review of student progress goal (all continuing contract teachers <b>not</b> in their summative evaluation year)</li> <li>Review documentation logs</li> <li>Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year)</li> </ul>	<i>Goal Setting for Student Progress Form</i>	✓	✓
		<i>Documentation Log</i>	✓	✓
		<i>Teacher Summative Evaluation Form</i>	✓	
			✓	

# MAKING SUMMATIVE DECISIONS

Two major considerations used to assess job performance during summative evaluation are the performance standards and the documentation of the actual performance of the standards (observations, goal setting, teacher documentation log). The performance appraisal **rubric** and performance indicators provide a description of the teacher performance standards.

## Definitions of Ratings

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from “exemplary” to “unacceptable.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “exemplary”), note those who meet the standard (i.e., “proficient”), and use the two lower levels of feedback for teachers who do not meet expectations (i.e., “developing/needs improvement” and “unacceptable”). Figure 5 offers general descriptions of these ratings.

The following sections define the four rating levels, provide detailed information about the performance expectations for improvement purposes, and describe the decision-making process for assessing performance. **NOTE: Ratings are applied to individual performance standards, NOT performance indicators.**

## Responsibility for the Ratings

The site administrator has the ultimate responsibility for ensuring that TGPES is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator (principal), such as assistant principals, directors, or lead teachers, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Figure 5: *Definitions of Terms Used in Rating Scale*

Category	Description	Definition
<b>Exemplary</b> (4)	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school’s mission and goals.	Exceptional performance: <ul style="list-style-type: none"> <li>consistently exhibits behaviors that have a strong positive impact on learners and the school climate</li> <li>serves as a role model to others</li> <li>sustains high performance over a period of time</li> </ul>
<b>Proficient</b> (3)  <i>Expected performance level.</i>	The teacher meets the standard in a manner that is consistent with the school’s mission and goals.	Effective performance: <ul style="list-style-type: none"> <li>meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>demonstrates willingness to learn and apply new skills</li> <li>exhibits behaviors that have a positive impact on learners and the school climate</li> </ul>
<b>Developing/Needs Improvement</b> (2)	The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Below acceptable performance: <ul style="list-style-type: none"> <li>requires support in meeting the standards</li> <li>results in less than quality work performance</li> <li>leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator</li> </ul>
<b>Unacceptable</b> (1)	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Ineffective performance: <ul style="list-style-type: none"> <li>does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>may result in the employee not being recommended for continued employment</li> </ul>

## Rating Teacher Performance

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation: the sample performance indicators and a performance rubric.

### Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. Examples of performance indicators for each performance standard can be found in Part II.

## Performance Rubric

A performance rubric is provided for each of the seven standards (see Figure 6). Part II of the Handbook includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. **Note: The rating of “proficient” is the expected level of performance.**

Administrators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through observations, goal setting, the Documentation Log and other relevant sources (including evidence the teacher offers), the evaluator rates a teacher’s performance for the summative evaluation. Therefore, the summative evaluation will represent where the “preponderance of evidence” exists, based on various data sources.

During the summative evaluation, the four-level rating scale is applied to evaluate performance on all teacher expectations. The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practice.

Summative evaluations are to be completed before the last week of school for all contract types. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook). The evaluator submits a signed performance report to the Superintendent within 10 calendar days of completing the summative conference.

## Single Summative Rating

In addition to receiving a diagnostic rating for each of the seven 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 seven performance standards; rather it is to provide an overall rating of the employee’s performance.

### Standard Weighting

Performance Standard	Percentage Contribution to the Summative Rating
Standard 1	10%
Standard 2	10%
Standard 3	10%
Standard 4	10%
Standard 5	10%
Standard 6	10%
Standard 7	40%

The overall summative rating will be judged to be “exemplary,” “proficient,” “developing/needs improvement,” or “unacceptable.”

### Overall Rating

Total Points	Overall Rating
35-40	Exemplary
26-34	Proficient
20-25	Developing/Needs Improvement
10-19	Unacceptable

### Example of a Weighted Summative Rating

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Weight	Weighted Contribution
Standard 1	Proficient	3	1	3
Standard 2	Proficient	3	1	3
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Exemplary	4	1	4
Standard 7	Proficient	3	4	12
				31 = Proficient

Regardless of overall total points earned:

- Three or more “developing/needs improvement” ratings on individual performance standards will result in an overall Developing/Needs Improvement or Unacceptable rating.
- One “unacceptable” rating on any one performance standard may result in an overall Unacceptable rating.

## IMPROVING PROFESSIONAL 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.

Two tools are provided in TGPES that may be used at the discretion of the evaluator. The first is the optional *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of “unacceptable” performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 6 shows the differences between the two processes.

Figure 6: *Two Tools to Increase Professional Performance*

	<b>Support Dialogue</b>	<b>Performance Improvement Plan</b>
<b>Purpose</b>	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unacceptable.
<b>Initiates Process</b>	Evaluator, administrator, or teacher	Evaluator
<b>Documentation</b>	Form provided: None  Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i>  Building/Worksite Level  Human Resource Department is notified
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance improves to proficient – no more support</li> <li>• Some progress – continued support</li> <li>• Little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient improvement – recommendation to continue employment</li> <li>• Inadequate improvement – recommendation to non-renew or dismiss the employee</li> </ul>

## Support Dialogue

A *Support Dialogue* process 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. During the initial session, both parties share what each will do to support the teacher's growth, and decide when to meet again. 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. The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

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 to either 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 predetermined time period to demonstrate that the identified deficiencies have been corrected.

### *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?

## Performance Improvement Plan

If a teacher's performance does not meet the established expectations established by the division, the teacher may be placed on a *Performance Improvement Plan*.

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. A teacher who receives two or more "Not Evident" ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Interim/Summative Performance Evaluation Report*:

- a rating of "developing/needs improvement" on **two or more** performance standards, or
- a rating of "unacceptable" on **one or more** performance standards or an overall rating of "unacceptable."

## 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, and
- formulate a *Performance Improvement Plan* in conjunction with the teacher, and
- review the results of the *Performance Improvement Plan* with the teacher immediately following a predetermined time period or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- 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 are:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated “proficient.”
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated “developing/needs improvement.”
- Little or no improvement has been achieved; the teacher is rated “unacceptable.”

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

When a veteran/long-term teacher is rated unacceptable, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

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

The teacher may request a review of the evidence in relation to an “unacceptable” 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.

# **PART II: PERFORMANCE STANDARDS**

Teachers are evaluated on seven performance standards that broadly cover the teaching/learning process. Each of these performance standards has a number of identified indicators that are considered in appraisal rubrics that follow. Additional performance indicators may also be considered by the evaluator, as appropriate. These ratings will assist the evaluator in determining a teacher's functioning level on the performance standard.

## **Sample Performance Indicators**

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

- 1.1 Effectively addresses appropriate 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 knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

<b>EXEMPLARY</b>	<b>PROFICIENT</b> <i>Proficient is the expected level of performance.</i>	<b>DEVELOPING/NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
Effectively enriches appropriate curriculum standards.	<b>Addresses appropriate curriculum standards.</b>	Minimally teaches curriculum standards.	Seldom addresses appropriate curriculum standards.
Demonstrates an extensive understanding and incorporates higher level thinking skills to enrich content instruction.	<b>Understands and integrates key content elements and encourages higher level thinking.</b>	Integrates key content elements, but seldom incorporates use of higher level thinking skills in instruction.	Rarely integrates key content elements and thinking skills.
Uses real world experiences and applications to teach content.  Deliberately links present content with past and future learning experiences.	<b>Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</b>	Shows a lack of ability and understanding of linking present content with existing knowledge and does not use real world applications.	Does not link present content with existing knowledge and does not use real world applications.
Demonstrates in-depth knowledge of subject area(s) taught.	<b>Demonstrates an accurate knowledge of subject area(s) taught.</b>	Has difficulty showing an accurate knowledge of subject area(s) taught.	Rarely demonstrates an accurate knowledge of subject area(s) taught.
Bases instruction on goals that reflect high expectations and a mastery of the subject.	<b>Bases instruction on goals that reflect high expectations and an understanding of the subject.</b>	Bases instruction on goals that reflects a basic understanding of the subject.	Does not link instructional goals with content.
Uses students' developmental stage to plan and facilitate instruction.	<b>Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</b>	Does not apply an understanding of the intellectual, social, emotional, and physical development of the age group.	Lacks an understanding of the intellectual, social, emotional, and physical development of the age group.
Communicates clearly and frequently checks for understanding through multiple methods/modalities	<b>Communicates clearly and checks for understanding</b>	Communicates clearly and seldom checks for understanding.	Does not communicate clearly or does not check for understanding.

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

## Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Facilitates planning units in advance to make intra- and interdisciplinary connections.
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.
- Identifies instructional objectives and activities to promote students' cognitive and developmental growth.

### **Performance Standard 2: Instructional Planning**

*The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

### **Sample Performance Indicators**

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

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

<b>EXEMPLARY</b>	<b>PROFICIENT</b> <i>Proficient is the expected level of performance.</i>	<b>DEVELOPING/NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
Student learning data used to plan and updated over time	<b>Student learning data used to plan.</b>	Inconsistently uses student learning data to guide planning.	Rarely uses student learning data to guide planning.
Plans time realistically and flexibly for pacing, content mastery, and transitions.	<b>Plans time realistically for pacing, content mastery, and transitions.</b>	Lacks the ability to plan for pacing and mastery of content.	Rarely plans for pacing and mastery of content.
Differentiates instruction for all student needs through a variety of strategies and resources.	<b>Plans for differentiated instruction.</b>	Inconsistent planning for differentiated instruction.	Little evidence of differentiated instruction
Understanding and in-depth analysis of curriculum objectives to meet student learning needs	<b>Aligns lesson objectives between content and students' needs.</b>	Infrequently aligns lesson objectives to meet content and student needs.	Failure to align lesson objectives and the school's curriculum and student learning needs.
Develops and adjusts long- and short-range plans to enhance student performance.	<b>Develops appropriate long- and short-range plans and adapts when needed.</b>	Limited evidence of developing appropriate long- or short-range plans.	No evidence of appropriate long- and short-range plans.

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### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Constructs a blueprint of how to address the curriculum during the instructional time.
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.

**Performance Standard 3: Instructional Delivery**

*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

**Sample Performance Indicators**

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

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

<b>EXEMPLARY</b>	<b>PROFICIENT</b> <i>Proficient is the expected level of performance.</i>	<b>DEVELOPING/NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
Promotes an environment that encourages student participation in active learning.	<b>Engages and maintains student learning.</b>	Lack of consistent engagement of students.	Students are rarely engaged.
Provides opportunities for enrichment and student exploration.	<b>Builds upon students' existing knowledge and skills.</b>	Inconsistently builds upon students' existing knowledge and skills.	Little evidence of instruction based on student knowledge or skill.
Consistently differentiates instruction to meet student needs.	<b>Shows evidence of differentiated instruction to meet the students' needs.</b>	Shows evidence of differentiated instruction, however not used regularly.	Seldom shows evidence of understanding or implementation of differentiation.
Offers frequent opportunities for student to summarize learning goals and objectives	<b>Reinforces learning goals throughout the lesson.</b>	Demonstrates a basic understanding of learning goals with limited reinforcement throughout the lesson.	Inconsistently addresses or establishes learning goals during the lesson.
Purposefully integrates a variety of methods, materials, and incorporates lessons with a cross curricular focus.	<b>Utilizes effective instructional strategies and resources.</b>	Demonstrates basic understanding of instructional strategies with sporadic use of resources.	Ineffectively utilizes instructional strategies and resources.
Maximizes student and teacher use of technology/equipment to enhance student learning.	<b>Teacher and students regularly use instructional technology/equipment to enhance student learning.</b>	Inconsistent use of instructional technology/equipment by teacher and/or students.	Minimal or inappropriate use of instructional technology/instructional equipment by teacher and students.
Communicates clearly and frequently checks for understanding through multiple methods/modalities	<b>Communicates learning objectives clearly and checks for understanding.</b>	Communicates learning objectives.	Rarely communicates learning objectives.

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Stays involved with the lesson at all stages.
- Uses a variety of instructional strategies.
- Uses research-based strategies to make instruction student-centered.

- Involves students in cooperative learning to enhance higher-order thinking skills.
- Uses students' prior knowledge to facilitate student learning.
- Possesses strong communication skills, offering clear explanations and directions.
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.

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

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

**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 assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.



<b>EXEMPLARY</b>	<b>PROFICIENT</b> <i>Proficient is the expected level of performance.</i>	<b>DEVELOPING/NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
Effectively organizes and analyses formative and summative data to consistently differentiate instruction.	<b>Consistently organizes and analyses formative and summative data to drive instruction.</b>	Formative and summative data is inconsistently organized and analyzed.	Formative and summative data is rarely organized and analyzed.
Designs and administers a variety of assessment strategies for the basis of differentiation that align student assessment with curriculum standards and benchmarks.	<b>Designs and administers assessment tools that align student assessment with curriculum standards and benchmarks.</b>	Repeatedly utilizes the same assessment tools with limited alignment to standards and benchmarks	Does not assess to address standards and benchmarks.
Incorporates a comprehensive system of both formative and summative assessments to drive instruction and utilizes data for vertical alignment and response to intervention.	<b>Incorporates a comprehensive system of both formative and summative assessments to drive instruction.</b>	Formative and summative assessments are inconsistently administered with limited use of data to drive instruction.	Limited incorporation of formative and summative assessments that does not link to instruction.
Establishes early and frequent feedback to students and parents that focuses on achievement.	<b>Feedback to students and parents is given in a timely manner to address students' strengths and weaknesses.</b>	Feedback to students and parents is inconsistent and lacks focus on strengths and weaknesses.	Provides little to no feedback to address students' strengths and weaknesses.

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Offers regular, timely, and specific feedback and reinforcement.
- Gives homework and offers feedback on the homework.
- Uses open-ended performance assignments.
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.

**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 the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

<b>EXEMPLARY</b>	<b>PROFICIENT</b> <i>Proficient is the expected level of performance.</i>	<b>DEVELOPING/NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
Purposeful arrangement of the classroom to maximize instruction and student engagement.	<b>Arranges the classroom to provide a safe learning environment.</b>	Basic understanding of concepts of a safe learning environment with sporadic implementation.	Unsafe learning environment with minimal understanding of classroom management techniques.
Maintains an environment that is safe, welcoming and promotes an enthusiasm for care of facilities.	<b>Establishes clear expectations and enforces them consistently and fairly.</b>	Establishes expectations with inconsistent enforcement.	Unclear expectations with minimal implementation.
Maximizes instructional time and minimizes disruptions.	<b>Effectively utilizes instructional time and minimizes disruptions.</b>	Lack of focus during instructional time with limited classroom control.	Misuse of instruction time with frequent disruptions.
Maintains an environment that promotes cultural sensitivity, respects and acknowledges diversity, and cultivates a mutual sense of trust, caring and respect.	<b>Establishes an environment that is culturally sensitive, acknowledges diversity and creates a sense of trust, caring and respect.</b>	Aware of culture, diversity, trust, caring and respect.	Lacks sensitivity to cultural norms, diversity, caring and respect.

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Cares about students as individuals and makes them feel valued.
- Adapts teaching to address student learning styles.
- Acknowledges his or her perspective and is open to hearing their students’ worldviews.
- Is culturally competent.
- Seeks to know about the cultures and communities from which students come.

**Performance Standard 6: Professionalism**

*The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

**Standard 6 Sample Performance Indicators**

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

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

<b>EXEMPLARY</b>	<b>PROFICIENT</b> <i>Proficient is the expected level of performance.</i>	<b>DEVELOPING/NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
Stays well-informed of coming trends and possible changes in legislation while monitoring, adhering and adjusting practices to meet federal and state laws, school policies, and ethical guidelines.	<b>Monitors, adheres, and adjusts to federal and state laws, school policies, and ethical guidelines.</b>	Inconsistently adheres to federal and state laws, school policies, and ethical guidelines.	Disregard for federal and state laws, school policies, and ethical guidelines.
Models skills, theory and practices from professional growth opportunities into instructional practice for colleagues.	<b>Incorporates skills, theory and practices from professional growth opportunities into instructional practice.</b>	Sporadically incorporates skills, practices and theory from professional growth opportunities into instructional practice.	Rarely applies learning from professional growth opportunities into instructional practice.
Implements strategies gained from professional development opportunities to enrich student achievement and shares knowledge with colleagues.	<b>Sets goals for the improvement of knowledge and skills to drive instructional practices.</b>	Sets goals that may be unclear and lack understanding of the impact on student achievement.	Sets goals but does not follow through.
Effectively works in a collaborative manner with administrators, colleagues, other school personnel, parents, and the community.	<b>Works in a collegial and collaborative manner with administrators, colleagues, other school personnel, parents, and the community.</b>	Struggles in collaboration with administrators, colleagues, other school personnel, parents, and the community.	Does not work in a collaborative manner with administrators, colleagues, parents, and the community.
Serves as a contributing member of the school's professional learning through involvement in peer education by teaching colleagues.	<b>Serves as a contributing member of the school's professional learning.</b>	Inconsistently participates as a contributing member of the school's professional learning.	Does not serve as a contributing member of the school's professional learning.
Demonstrates consistent mastery of both standard oral and written English in all communication.	<b>Use of standard oral and written English in all communication.</b>	Uses correct standard oral and written English inconsistently in communication.	Has difficulty in the correct use of standard and written English in all communication.

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

## Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Recognizes the levels of involvement, ranging from networking to collaboration.
- Uses multiple forms of communication between school and home.
- Acknowledges his or her perspective and is open to hearing their students' worldviews.
- Is culturally competent.
- Seeks to know about the cultures and communities from which students come.

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

### **Performance Standard 7: Student Academic Progress**

*The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

### **Sample Performance Indicators**

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

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

<b>EXEMPLARY</b>	<b>PROFICIENT</b> <i>Proficient is the expected level of performance.</i>	<b>DEVELOPING/NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
Sets student achievement goals that are rigorous, attainable, and reflect remarkable academic growth for all groups of students.	<b>Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.</b>	Relates student achievement goals to student needs, but the S.M.A.R.T. goal process needs refining because student academic progress does not meet standards and/or is not achieved for all students.	Does not relate student achievement goals to identified student needs, and acceptable student progress does not occur.
Maintains comprehensive progress data logs, updated at regular intervals, and provides clear evidence of academic progress for all students.	<b>Documents the progress of each student throughout the year.</b>	Completes student progress data logs, but not at prescribed or regular intervals. Achievement data has little impact on instruction.	Provides incomplete student progress data logs that are updated at random times. Achievement data has no impact on instruction.
Provides an abundance of evidence that students gave exceeded annual academic growth goals.	<b>Provides sufficient evidence that student achievement goals have been met using multiple measures of academic growth (possibly including state-provided growth measures).</b>	Provides limited and inconsistent evidence to support student academic growth.	Provides little to no evidence to support student academic growth.
Consistently uses the performance outcomes data for all students to provide differentiated instruction to address individual student strengths and weaknesses.	<b>Uses available performance outcome data to continually document and communicate student academic progress and adjust learning targets as indicated.</b>	Inconsistently uses performance outcome data to document and communicate student academic progress to adjust learning targets.	Does not use performance outcome data to document and communicate student academic progress to adjust learning targets.

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Knows the students’ abilities and sets realistic goals.
- Raises the achievement levels for all groups of students in the classroom.
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.