Board of Education Agenda Item

Item: L.   **Date:**   April 28, 2011

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

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Origin:

____   Topic presented for information only (no board action required)

_X_   Board review required by
       ____   State or federal law or regulation
       _X_   Board of Education regulation
       ____   Other: _____

_X_   Action requested at this meeting   ____ Action requested at future meeting: _____

Previous Review/Action:

____   No previous board review/action

_X_   Previous review/action
      date   July 22, 2010
      action   Report on the Study and Development of Model Teacher and Administrator Evaluation Systems
      date   March 24, 2011
      action   First Review of Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and *Virginia Standards for the Professional Practice of Teachers*

Background Information:

In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000. In May 2008, the Board of Education approved the guidance document, *Virginia Standards for the Professional Practice of Teachers* that responded to a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Board of Education and the State Council of Higher Education for Virginia.

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*. 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.
>
> Instructional personnel employed by local school boards who have achieved continuing contract status shall be evaluated not less than once every three years. Any instructional personnel, who has achieved continuing contract status, receiving an unsatisfactory evaluation who continues to be employed by the local school board shall be evaluated no later than one year after receiving such unsatisfactory evaluation. The evaluation shall be maintained in the employee's personnel file.

At its July 2010 meeting, the Board of Education received a report from the Virginia Department of Education that provided a work plan to study and develop model teacher and principal evaluation systems that would result in revisions to the Board's uniform performance standards and evaluation criteria. The initial work focused on developing a model teacher evaluation system that could be used by school divisions in making decisions about performance pay.

Summary of Major Elements

The Virginia Department of Education established a work group to conduct a comprehensive study of teacher evaluation in July 2010. 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, and Department of Education personnel. The roster of work group members is provided in the attached documents.

Department of Education staff consulted with the Center for Innovative Technology (CIT) to coordinate the activities of the work group. Working with the Department, CIT engaged the services of two expert consultants to assist in revising the documents, developing revised standards, and creating new evaluation models. The consultants were 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.

The goals of the work group were to:

- compile and synthesize current research on:

  o comprehensive teacher evaluation as a tool to improve student achievement and teacher performance, improve teacher retention, and inform meaningful staff development, and

  o effective models of differentiated and performance-based compensation including differentiated staffing models;

- examine selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation and differentiated and performance-based compensation;

- examine existing state law, policies, and procedures relating to teacher evaluation;

- examine selected teacher evaluation systems currently in use across Virginia;

- develop and recommend policy revisions related to teacher evaluation, as appropriate;

- revise existing documents developed to support teacher evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers* to reflect current research and embed the requirement to consider student growth as a significant factor of all teacher evaluation protocols;

- examine the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia;

- examine the use of teacher evaluation to improve teacher retention and guide meaningful professional development with particular focus on hard-to-staff, high-poverty, and/or persistently low-performing schools in Virginia;

- examine the use of teacher evaluation as a component of differentiated compensation or performance-based compensation both in Virginia and nationally;

- develop new models of teacher evaluation, including a growth model, that can be field tested by selected school divisions;

- provide technical support to selected school divisions as they field test new models; and
- evaluate field test results and use results to refine evaluation models, inform further policy development, inform legislative priorities, and support applications for federal or other grant

funding to support further implementation of new evaluation models and performance-based compensation models across Virginia.

Work group meetings were held in Richmond in August 2010, Charlottesville in October 2010, and Newport News in December 2010. The work group concluded its work in December 2010, and a subcommittee of the work group met on March 9, 2011, to review the draft documents.

The work group developed two guidance documents requiring Board of Education approval:

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers
State statute requires that teacher evaluations be consistent with the performance standards (objectives) included in this document. The additional information contained in the document is provided as guidance for local school boards in the development of evaluation systems for teachers.

Virginia Standards for the Professional Practice of Teachers
The standards in this document 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. This 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.

Also included in the Board item is a document, _The Research Base for the Uniform Performance Standards for Teachers,_ that provides the research base supporting the selection and implementation of the proposed performance standards and evaluation criteria. This is an informational Department of Education document that does not require Board of Education approval.

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) included in this document:

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 first six standards closely parallel the work of the Interstate New Teachers Assessment and Support Consortium as well as the National Board for Professional Teaching Standards. The seventh standard adds an increased focus on student academic progress. For each standard, sample performance indicators are provided. In addition, the evaluation guidelines provide assistance to school divisions regarding the documentation of teacher performance with an emphasis on the use of multiple measures for teacher evaluation rather than relying on a single measure of performance.

The *Code of Virginia* requires that school boards' procedures for evaluating teachers address student academic progress; how this requirement is met is the responsibility of local school boards. Though 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. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.

2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.

3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. ***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.

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.

Plans are underway to pilot teacher evaluation and performance pay models based on the new guidance documents for the 2011-12 school year. Two pilots are anticipated, one funded through the federal School Improvement Grant (SIG) and the other from state funding for hard-to-staff schools.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the revised guidance documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*, to become effective on July 1, 2012; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2012.

Impact on Resources:

There is a minimal impact on resources.

Timetable for Further Review/Action:

Phases II and III of the Department's study of evaluation systems will result in proposed revisions to the Board's guidelines for uniform performance standards and evaluation criteria for principals and superintendents.

ATTACHMENTS

*Guidelines for Uniform Performance Standards and
Evaluation Criteria for Teachers (Revised 2011)*

*Virginia Standards for the Professional Practice
of Teachers (Revised 2011)*

*The Research Base for the
Uniform Performance Standards for Teachers*
*(Reference document to the Guidelines for Uniform Performance Standards and
Evaluation Criteria for Teachers-Revised 2011)*

Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Revised 2011)

Presented to the Virginia Board of Education
March 24, 2011, and
April 28, 2011

Acknowledgements

The Virginia Department of Education expresses appreciation to the Center for Innovative Technology for their leadership in coordinating the work that led to the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. Appreciation also is extended to the members of the Virginia Teacher Evaluation Work Group for their invaluable input and support of the project.

Virginia Teacher Evaluation Work Group

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Mr. Jim Baldwin, Executive Director, Virginia Association of Elementary School Principals

Dr. Randy Barrack, Executive Director, Virginia Association of Secondary School Principals

Ms. Carolyn Bernard, Principal, Grassfield High School, Chesapeake City Public Schools, President-Elect, Virginia Association of Secondary School Principals

Dr. Kitty Boitnott, President, Virginia Education Association

Ms. Kathy Burcher, Legislative Chair, Virginia Parent Teacher Association

Mr. Frank Cardella, High School Teacher and President, Chesterfield Education Association

Dr. Lyle Evans, Assistant Superintendent for Human Resources and Administrative Services, Chesterfield County Public Schools

Mr. Stu Gibson, Past President, Virginia School Boards Association

Mr. Michael Hairston, Middle School Teacher and President, Fairfax Education Association

Ms. Bonnie Klakowicz, Elementary School Teacher, President, Prince William Education Association

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Dr. Philip Worrell, Superintendent, Greensville County Public Schools, and President,
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Ms. Anne Wescott, Assistant Superintendent for Policy and Communications, Virginia Department of Education

Table of Contents

Part 1: Introduction

Why Good Evaluation is Necessary[1]

Teacher evaluation matters because teaching matters. In fact, "the core of education *is* teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day."[2] Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. The quality of an education system cannot exceed the quality of its teachers.[3] The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the teachers with the support, recognition, and guidance they need to sustain and improve their efforts.[4]

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

- assessing the effectiveness of classroom teachers;

- identifying areas in need of improvement;

- making professional development more individualized; and

- improving instruction schoolwide.[5]

Sanders (2000) observed that once teachers are given feedback pertaining to classroom-level instructional outcomes, they start to modify their instruction to address their weak areas. It is important, however, that when administrators make decisions and provide feedback to teachers on their performance, that the information is a valid measure of their *actual* job performance, which means it should include a teachers' responsibilities both in-class and out-of-class.[6]

Problems with Current Evaluation Systems

Unfortunately, even though a teacher's effectiveness[7] is recognized as the most important factor in improving student achievement, schools rarely measure, document, or use effectiveness ratings to inform decision-making.[8] The result is that it is difficult to distinguish between poor, average, good, and excellent teachers. Sometimes termed the "Widget Effect,"[9] schools tend to assume that teachers' effectiveness in the classroom is the same from teacher to teacher and,

thus, treat them as interchangeable parts. Weisberg, Sexton, Mulhern, and Keeling (2009)[10] indicated that *all teachers are rated as great or at least good.* In fact, in their study, 99 percent of teachers were rated as *satisfactory* when their schools used a *satisfactory/unsatisfactory* rating system; in schools that used an evaluation scale with a broader range of options, an overwhelming 94 percent of all teachers received one of the top two ratings. Further, they noted that evaluation systems reinforce this indifference to the variations in teacher performance in several ways:

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

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

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

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

Other flaws in the current teacher evaluation process include:[11]

- problems with the evaluation instruments themselves (e.g., subjectivity, low validity);

- issues related to time and resources;[12]

- a tendency to focus on paperwork routines rather than improving instruction;

- an absence of standard protocols and practices in teacher practices;

- an absence of meaningful and timely feedback to teachers;

- inadequate administrator training;

- a lack of time to perform adequate evaluations;[13]

- a lack of impact; and

- a lack of constructive criticism on the evaluation that can be used to improve professional practice and often are based on sparse evidence.

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

> Evaluation systems fail to differentiate performance among teachers.…Excellent teachers cannot be recognized or rewarded, chronically low-performing teachers languish, and the wide majority of teachers performing at moderate levels do not get the differentiated support and development they need to improve as professionals.[14]

Importance of Recognizing Teacher Effectiveness

Characterizing teacher effectiveness is important because of the direct impact teachers have on student performance. In fact, teacher effectiveness is the most significant school-related variable impacting student learning outcomes.[15] Stronge, et al., (in press) conducted a study on teacher effectiveness and discovered that a 30+ percentile point difference in student achievement in mathematics and English could be attributed to the quality of teaching that occurred in the classroom over an academic year.[16]

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;

- implement a performance evaluation system that promotes a positive working environment and continuous communication between the teacher and the evaluator that promotes continuous professional growth and improved student outcomes;

- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately

- optimize student learning and growth.

A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the teacher performance standards;

- a focus on the relationship between teacher performance and improved student learning and growth;

- a system for documenting teacher performance based on multiple data sources regarding teacher performance;

- the use of multiple data sources for documenting performance, including opportunities for teachers to present evidence of their own performance as well as student growth;

- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases teacher involvement in the evaluation process; and

- a support system for providing assistance when needed.

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*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

Section 22.1-295 (Employment of teachers) states, in part, the following:

…C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven 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* 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 *Code of Virginia* requires that school boards' procedures for evaluating teachers address student academic progress; how this requirement is met is the responsibility of local school boards. Though 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 was developed specifically for use with classroom teachers. For other non-classroom educators who are required to hold a Virginia teaching license, revisions likely will be necessary. For example, guidance counselors and library-media specialists may require modified performance standards and data sources different from classroom teachers.

Endnotes

[1] Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge. Adapted with permission.

[2] Stronge, J. H. (2006), p. 1.

[3] Barber, M. & Mourshed, M. (2007).

[4] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[5] Johnston, D. L. (1999) as cited in Stronge, J. H. (2006), p. 119.

[6] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[7] The usage of the terms "effective" and "ineffective" is consistent with that used in professional literature. These terms are not intended to connote particular technical definitions.

[8] Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

[9] Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

[10] Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

[11] Stronge, J. H. (2006), p. 120.

[12] Heneman, H. G., & Milanowski, A. T. (2003) as cited in Stronge (2006).

[13] Loup, K. S., Garland, J. S., Ellett, C. D., & Rugutt, J. K. (1996) as cited in Stronge (2006).

[14] Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009), p. 4.

[15] Hattie, J. (2009).

[16] Stronge, J. H., et al., (in press).

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 data compiled within a system of meaningful feedback.

Defining Teacher Performance Standards

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

The expectations for professional performance are defined using a two-tiered approach.

Performance Standards

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

Figure 2.1: *Performance Standards*

Performance Standard 1: Professional Knowledge   *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
Performance Standard 2: Instructional Planning   *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data 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

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. However, some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

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 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 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.

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.

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 lessons.

3.5 Uses a variety of effective instructional strategies and resources.

3.6 Uses instructional technology to enhance student learning.

3.7 Communicates clearly and checks for understanding.

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.

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.

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.

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 and division 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.

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 learning 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.

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.

Part 3: Documenting Teacher Performance

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

Figure 3.1: *Suggested Documentation Sources for Teacher Evaluation*

Data Source	Definition
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and review of student data**.**
Informal Observations	Informal observations 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	Student surveys provide information to the teacher about students' perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher who prepares a survey summary for inclusion in the portfolio. *The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).*
Portfolios/ Document Logs	Portfolios/document logs provide documentation generated by the teacher for the seven performance standards.
Self-Evaluation	Self-evaluations reveal the teachers' perceptions of their job performance.

Observations

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

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

Observations can be conducted in a variety of settings and take on a variety of forms, including quick, drop-by classroom visits, to more formal, pre-planned observational reviews using validated instruments for documenting observations.[1] Furthermore, observations may be announced or unannounced. Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.

Formal Observation

In a formal observation, the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically of a teacher who is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. A sample *Formal Classroom Observation Form* is provided on pages 16-18; 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.

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

Figure 3.2: *Sample Post-Observation Inquiries*

What went well during the lesson I observed?

What would you do differently the next time you teach this lesson and/or use a particular instructional strategy?

How would you describe the learning climate of the classroom during the lesson?

What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?

How did you address students who needed more time to fully understand and master the concept?

I observed a "snapshot" of your instruction. How well did the students' learning reflect your intended learning outcomes?

What informal or formal assessments did you conduct prior to teaching this lesson? How did the data from the assessments influence this lesson?

How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it?

What student characteristics or needs do you keep in mind as you are giving directions?

What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?

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[1] Stronge, J. H. & Tucker, P. D. (2003) as cited in Stronge, J. H. (2010b).

SAMPLE: Formal Classroom Observation 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.*

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.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.

- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

---

2. Instructional Planning

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

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

3. Instructional Delivery

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

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.

- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

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.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.

- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

5. Learning Environment

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

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

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

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Informal Observations

Informal observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.[a] 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.[1] A sample *Informal Classroom Observation Form* is provided on pages 20-21. One copy of this form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

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[1] Stronge, J. H. & Tucker, P. D. (2003) as cited in Stronge, J. H. (2010b).

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[a] 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 Form

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

Teacher Observed: _____ **Date:** _____ **Time:** _____

1. Professional Knowledge • Addresses appropriate curriculum standards • Integrates key content elements and facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject area(s) taught • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development • Communicates clearly	**Specific Examples:**
2. Instructional Planning • Uses student learning data to guide planning • Plans time for realistic pacing • Plans for differentiated instruction • Aligns lesson objectives to curriculum and student needs • Develops appropriate long- and short-range plans and adapts plans	**Specific Examples:**
3. Instructional Delivery • Engages students • Builds on prior knowledge • Differentiates instruction • Reinforces learning goals • Uses a variety of strategies/resources • Uses instructional technology • Communicates clearly	**Specific Examples:**
4. Assessment of and for Student Learning • Uses pre-assessment data • Involves students in setting learning goals • Uses valid, appropriate assessments • Aligns assessments with standards • Uses a variety of assessment strategies • Uses assessment tools for formative/summative purposes • Gives constructive feedback	**Specific Examples:**
5. Learning Environment • Arranges the classroom to maximize learning and provides a safe environment • Establishes clear expectations • Maximizes instruction/minimal disruption	**Specific Examples:**

• Establishes a climate of trust/teamwork • Promotes cultural sensitivity/respects diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups	
6. Professionalism • Collaborates/communicates effectively • Adheres to laws/policies/ethics • Incorporates professional development learning • Incorporates learning from professional growth activities • Sets goals for improvement • Activities outside classroom • Builds positive relationship with parents • Contributes to professional learning community • Demonstrates mastery of standard oral and written English	**Specific Examples:**
7. Student Academic Progress • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Develops interim learning targets	**Specific Examples:**

NOTE: It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard.

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Walk-through Observations

Walk-through observations have been popularized in recent years as a means for documenting and assessing practices and trends throughout a school.[1] Typically, walk-through observations are designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying on these visits for individual teacher evaluation as, generally, they are not designed for teacher evaluation. Visits of three to five minutes, even if conducted frequently, may not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). In most pre-kindergarten through grade 12 teacher evaluation systems, the sole purpose of the surveys is to provide feedback directly to the teacher for professional growth and development.

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

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

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

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[1] Downey, C. J., Steffy, B. E., English, F. W., Frase, L. E., & Poston, W. K., Jr. (2004) as cited in Stronge, J. H. & Tucker, P. D. (2003).

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	School Year
Example: I ride a school bus to school.	☺ 😐 ☹
1. My teacher listens to me.	☺ 😐 ☹
2. My teacher gives me help when I need it.	☺ 😐 ☹
3. My teacher shows us how to do new things.	☺ 😐 ☹
4. I know what I am supposed to do in class.	☺ 😐 ☹
5. I am able to do the work in class.	☺ 😐 ☹
6. I learn new things in my class.	☺ 😐 ☹

COMMENTS:

SAMPLE: Grades 3-5 Student Survey

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

Teacher's Name	School Year	Class Period

	YES	SOMETIMES	NO
Example: I like listening to music.	☐	☑	☐
1. My teacher listens to me.	☐	☐	☐
2. My teacher gives me help when I need it.	☐	☐	☐
3. My teacher shows us how to do new things.	☐	☐	☐
4. My teacher encourages me to evaluate my own learning.	☐	☐	☐
5. I am able to do the work in class.	☐	☐	☐
6. I learn new things in my class.	☐	☐	☐
7. I feel safe in this class.	☐	☐	☐
8. My teacher uses many ways to teach.	☐	☐	☐
9. My teacher explains how my learning can be used outside of school.	☐	☐	☐
10. My teacher explains why I get things wrong on my work.	☐	☐	☐
11. My teacher shows respect to all students.	☐	☐	☐
12. My teacher demonstrates helpful strategies or skills for my learning.	☐	☐	☐
13. There are opportunities to reflect on my learning in my class.	☐	☐	☐
14. My teacher allows me to make some choices about my learning.	☐	☐	☐

COMMENTS:

SAMPLE: Grades 6-8 Student Survey

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

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

Teacher's Name	School Year	Class Period

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

COMMENTS:

SAMPLE: Grades 9-12 Student Survey

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

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

Teacher's Name	School Year	Class Period

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Example: I like listening to music.	1	2	3	4	5

In this class, my teacher…

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

COMMENTS:

SAMPLE: Student Survey Summary

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

Teacher's Name: _____

Grade: _____   Subject: _____

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

1. How many surveys did you distribute?

2. How many completed surveys were returned?

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

Student Satisfaction Analysis

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

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

6. Analyze survey responses and answer the following questions:

    A) What did students perceive as your major strengths?

    B) What did students perceive as your major weaknesses?

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

(Include a copy of the survey summary and a blank survey in the portfolio's Learning Environment section.)

Portfolios/Document Logs

Artifacts of a teacher's performance can serve as valuable and insightful data source for documenting the work that teachers actually do. These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the teachers' own documentation of their work by various names, but their purpose is essentially the same – to provide evidence of teaching excellence. The items included provide evaluators with information they likely would not observe during the course of a typical classroom visit. They also provide the teacher with an opportunity for self-reflection, demonstration of quality work, and are a basis for two-way communication with an evaluator. The emphasis is on the *quality* of work, not the *quantity* of materials presented.

Portfolios

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

Portfolios are an important element of an evaluation system because they allow evaluators to get a more accurate portrait of a teacher's performance, while assisting teachers in monitoring and improving their own performances, which in turn, can result in better instructional delivery and learning opportunities for students.[1] They also help in making the instructional relationship between a teacher's lesson plans, student work, and assessments clear.[2] Tucker, Stronge, and Gareis (2002) discussed the beneficial nature of portfolios pointing out:

> Teacher portfolios are appealing for many reasons, including their authentic nature, recognition of the complex nature of teaching, encouragement of self-reflection, and facilitation of collaborative interaction with colleagues and supervisors. In addition, the inherent flexibility and adaptability of portfolios makes them an attractive vehicle for a range of purposes, particularly professional growth and evaluation.…Portfolios embody professionalism because they encourage the reflection and self-monitoring that are hallmarks of the true professional.[3]

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

There are several key features of a quality teaching portfolio:

- It is grounded in the professional teaching standards.

- Artifacts of teacher and student work are selected purposefully to document teacher responsibilities accurately.

- It includes reflection on what the artifacts mean and how the teacher learned from them.[4]

Performance Artifacts

Performance artifacts are "the products and by-products of teaching that demonstrate a teacher's performance. They are the raw materials on which teachers reflect and from which they learn."[5] Artifacts are not created solely for a portfolio or document log, but are readily reviewed in portfolio/document log form. They should provide evidence of one or more of the teacher performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Figure 3.3 offers suggestions for creating captions.

Figure 3.3: *Artifact Captions*

Descriptive title of the artifact
Performance standard documented by the artifact
Date created
Who created the artifact
Brief description of the context in which the artifact was used
Additional commentary by the teacher (if desired)[6]

Tips on Creating a Portfolio

The professional portfolio:

- is a work in progress and should be continually maintained throughout the evaluation period;

- should be user-friendly (neat, organized);

- includes a brief description or explanation for each entry;

- contains appropriate documentation based on contract status (i.e., probationary teachers, teachers with continuing contract);

- contains the items the teacher wishes to present to your evaluator, but will not be graded. The teacher will have full responsibility for contents, pacing, and development;

- is limited to items that will fit within the binder. Larger items can be photographed or photocopied for inclusion. Artifacts that do not fit in the binder (e.g., video or audio tapes) may be submitted, if agreed to by the evaluator in advance; and

- should contain summary information and analysis whenever possible.

Implementing Portfolios

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

Figure 3.4: *Suggestions for Implementing Portfolios*

Enlist volunteers: To make a change requires change agents. Find an initial cadre of teachers who are open to creating portfolios and are willing to become advocates for the initiative.

Start small: Creating portfolios requires a time investment and thus buy-in from the teachers. By starting with a small group of teachers and gradually increasing the numbers, a school may be better able to cultivate acceptance of the portfolio initiative.

Offer incentives and provide support: Provide the necessary moral and material support to encourage teachers to willingly participate in initiating portfolios. Freeing up time to allow teachers to create portfolios is key.

Study examples of best practice: Determine what has not worked in your own evaluation system and what aspects of a teacher portfolio are important to addressing these shortfalls. Find out what has been successful in regard to implementing portfolios in other schools.

Allow time for change: Acceptance by stakeholders, internal and external factors, and a variety of other issues make implementation of teacher portfolios a lengthy process. School divisions which have successfully implemented teacher portfolios report that the process can take over two years.

Provide training: Both teachers and their evaluators need to be familiar with the portfolio system. Consider creating a portfolio handbook to explain the process, expectations, timelines, and format.

Conduct field tests and refine the portfolio process: Prior to implementing any high-stakes consequences, make sure the portfolio is manageable for the teachers tasked to create it. Is the format realistic? Are all relevant performance responsibilities addressed? Is the timeline feasible? Feedback from the initial implementers should be addressed to make the portfolio system more usable, feasible, accurate, and fair.

> *Communicate and collaborate*: Implementing a portfolio system is a multi-year process that involves an increasing number of stakeholders. As such, two-way communication is crucial to address expectations and concerns, and thus receive buy-in for the initiative. Collaboration among the stakeholders is an important way to gain the feedback which is necessary to refine the portfolio system.
>
> *Evaluate the use of portfolios after implementation*: Evaluation of the portfolio system should be ongoing. Surveys and focus groups provide useful avenues to determine what is working with the portfolio system and what needs to be adjusted.

Document Logs

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

Sample Documentation

Suggested documentation for each of the seven performance standards is listed below.

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

> Summary of a plan for integrating instruction
>
> Class profile
>
> 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
>
> Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)
>
> Summary of consultation with appropriate staff members regarding special needs of individual students

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

> Course Syllabus
>
> Lesson Plan
>
> Intervention Plan
>
> Substitute Lesson Plan

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

> Samples of handouts/presentation visuals
>
> Technology samples on disk

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.*

> Brief report describing your record-keeping system and how it is used to monitor student academic progress
>
> Copy of teacher-made tests and other assessment measures
>
> Copy of scoring rubric used for a student project
>
> Summary explaining grading procedures
>
> Photocopies or photographs of student work with written comments
>
> Samples of educational reports, progress reports, or letters prepared for parents or students

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

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

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.*

> Résumé
>
> Documentation of presentations given
>
> Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)
>
> Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.
>
> Samples of communication with students, parents/guardians, and peers

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

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

Sample Portfolio Templates

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

Standard 1: Professional Knowledge
Standard 2: Instructional Planning
Standard 3: Instructional Delivery
Standard 4: Assessment of and for Student Learning
Standard 5: Learning Environment
Standard 6: Professionalism
Standard 7: Student Academic Progress

SAMPLE: Table of Contents

Standard _____	
Activity Name	**Teacher Comments (Optional)**

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.[7] 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.[8] 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. Aiarasian and Gullickson (1985) offered several strategies to enhance teachers' self-evaluation (see Figure 3.5).

Figure 3.5: *Strategies to Enhance Self-Evaluation*

> *Self-reflection tools*: These involved check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.
>
> *Media recording and analysis*: Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher's performance.
>
> *Student feedback*: Surveys, journals, and questionnaires can provide a teacher with the students' perspective.
>
> *Teacher portfolio*: Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolio.
>
> *Student performance data*: Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth.
>
> *External peer observation*: Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher's behavior.
>
> *Journaling*: Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.
>
> *Collegial dialogue/experience sharing/joint problem solving*: By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst for them to examine their own practices.[9]

SAMPLE Teacher Self-Evaluation Form

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

Teacher's Name _____   **Date** _____

---

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

Areas of strength:

Areas needing work/strategies for improving performance:

---

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

Areas of strength:

Areas needing work/strategies for improving performance:

---

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

Areas of strength:

Areas needing work/strategies for improving performance:

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.

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. 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.

Areas of strength:

Areas needing work/strategies for improving performance:

7. 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:

Endnotes

[1] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[2] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[3] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002), p. 2

[4] Wolf, K., Lichtenstein, G., & Stevenson, C. (1997) as cited in Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[5] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002), p. 25

[6] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002), p. 28

[7] Airason, P. W. & Gullickson, A. (2006).

[8] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[9] Airason, P. W. & Gullickson, A. (1985) as cited in Airason, P. W. & Gullickson, A. (2006), p. 195.

Part 4: Connecting Teacher Performance
to Student Academic Progress

Despite the preponderance of evidence that the most important school-related factor in students' education is the quality of their teachers, teacher evaluation frequently ignores the results of teaching – student learning.[1] Schalock, Schalock, Cowart, and Myton (1993) stated that if the purpose of teaching is to nurture learning, then both teachers and schools as a whole should be judged for their effectiveness on the basis of what and how much students learn.[2] Using student academic progress (as a measure of student achievement) to inform teacher evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement. Research strongly supports the argument that ineffective teachers negatively impact students' learning while effective teachers lead to higher student achievement growth.

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

- provides an objective measure of teacher effectiveness and recognizes that students bring different levels of achievement to each classroom;

- can serve as meaningful feedback for instructional improvement;

- can serve as a barometer of success and a motivation tool; and

- is derived from student assessment and is an integral facet of instruction.[3]

Why Connect Teacher Performance to Student Academic Progress?

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

- There is an abundant research base substantiating the claim that teacher quality is the most important school-related factor influencing student achievement.[4]

- Using measures of student learning in the evaluation process provides the "ultimate accountability" for educating students.[5]

- Another requirement for the fair determination of learning gains is a defensible methodology for analyzing measures of student learning (for example, well-tested applications such as residual learning gains derived from regression analyses or percentile growth scores). Note: while various applications that currently are available have been carefully and thoughtfully developed and tested with the best psychometric elements considered, there are no applications that are perfect.[6]

- The variance in student achievement gains explained by teacher effects is greater in low socio-economic status schools than in high socio-economic status schools.[7]

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

- A teacher in the 90th percentile of effectiveness can achieve in half a year what a teacher at the 10th percentile can do in a full year.[8]

- Teachers who were highly effective in producing higher-than-expected student achievement gains (top quartile) in one end-of-course content test (reading, mathematics, science, and social studies) tended to produce top quartile residual gain scores in all four content areas. Teachers who were ineffective (bottom quartile) in one content area tended to be ineffective in all four content areas.[9]

- The variance of teacher effects in mathematics is much larger than that in reading, possibly because mathematics is learned mostly in school and, therefore, may be more directly influenced by teachers. This finding also might be a result of greater variation in how well teachers teach mathematics.[10]

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

Figure 4.1: *Student Achievement Accounted for by Teacher Effects[11]*

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

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

Figure 4.2: *Comparative Impact of Effective Versus Ineffective Primary Grade Teachers[12]*

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

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

Implementation Concerns

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

- The use of student learning measures in teacher evaluation is novel for both teachers and principals. Thus, there may be initial resistance to this change in evaluation practices.

- The impact on student learning must be assessed in multiple ways over time, not by using just one test, to reliably and accurately measure teacher influence.

- Testing programs in many states and school districts do not fully reflect the taught curriculum, and it is important to choose multiple measures that reflect the intended curriculum.

- While the Virginia Department of Education is developing the capability to calculate student growth percentiles, there are multiple ways of measuring student academic progress. It may be appropriate to use student achievement in the context of goal setting as an additional measure. It is unclear what the fairest and most accurate methodology is for determining gains.[13]

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:

> A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel

41

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** [emphasis added], 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.[14]

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.[15]

Methods for Connecting Student Performance to Teacher Evaluation

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that student academic progress account for 40 percent of an individual's summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.

2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.[16]

3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. *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 growth measure *is* available, it is important that the data be reviewed for accuracy and appropriateness before including in a teacher's performance evaluation. Guidance for applying student growth percentiles to teacher performance evaluation are provided in Figure 4.3. It is important to recognize that, there must be additional measures

for all teachers to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state, and to ensure that more than one measure of student academic progress can be included in all teacher's evaluations. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

In choosing measures of student academic progress, schools and school divisions should consider individual teacher and schoolwide goals, and align performance measures to the goals. In considering the association between schoolwide goals and teacher performance, it may be appropriate to apply the state growth measure -- student growth percentiles (SGP) -- as one measure of progress for teachers who provide support for mathematics or reading instruction. For example, a school-level median growth percentile could be applied to all teachers in a grade-level, department, or whole school 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 student growth percentiles to teachers who are supporting mathematics and reading achievement would be a local one; it is critical that decisions to apply SGP 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 student growth percentiles. An example of an appropriate application of the student growth percentile 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 school-level median growth percentile 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 median student growth percentiles from students in their classes and another measure of student academic progress as indicators of progress documented to meet Standard 7.

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

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

Figure 4.3: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Teacher Performance Evaluations*

Teachers	Application of Student Growth Percentiles	Other Student Academic Progress Measures
Teachers of reading and mathematics for whom student growth percentiles are available	20 percent of the total evaluation based on median growth percentile when: • data from at least 40 students are available, possibly from multiple years; • data from students are representative of students taught[17]; and • data from at least two years are available; three years should be reviewed whenever possible.	20 percent of the total evaluation based on 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 student growth percentiles are available	When aligned to individual or schoolwide goals, no more than 20 percent of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level) when data from at least 40 students are available; data are representative of students taught; are available for at least two years; and include: • Decisions about the application of student growth percentiles for support teachers must be	20 or 40 percent of the total evaluation based on measures of student academic progress other than the SGP, depending on the application of student growth percentiles: • 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

Teachers	Application of Student Growth Percentiles	Other Student Academic Progress Measures
	made locally. • Depending on schoolwide goals, it is possible that all instructional personnel in a school are considered support teachers.	data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.
Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available	Not applicable	40 percent of the total evaluation based on measures of student academic progress other than the SGP: • 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 value-added -- or gain score -- approach can be used that documents their influence on student learning. Simply put, a value-added assessment system can be summarized using the equation in Figure 4.4.

Figure 4.4: *Student Achievement Goal Setting Equation*

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

Why Student Achievement Goal Setting?

Teachers have a definite and powerful impact on student learning and academic performance.[18] The purposes of goal setting include focusing attention on students and on instructional improvement based on a process of determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year. 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.[19]

Goal Setting Process

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals

based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 4.5 depicts theses steps.

Figure 4.5: *Student Achievement Goal Setting Process*[20]
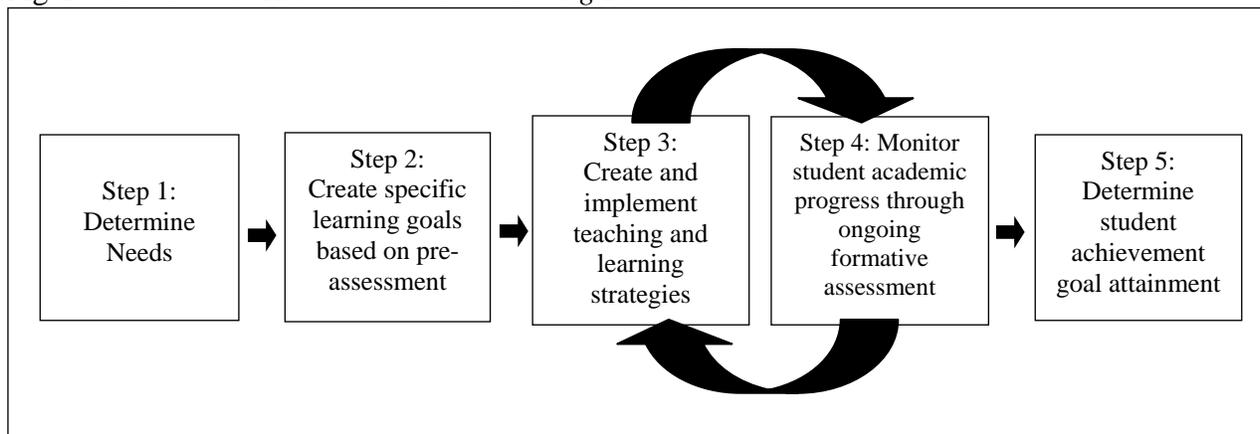
Each teacher, using the results of an initial assessment, sets an annual goal[21] for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Academic Progress Form* (shown on pages 50-51) may be used for developing and assessing the annual goal. Student academic progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and *what is the difference*.

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

- criterion-referenced tests;

- norm-referenced tests;

- standardized achievement tests;

- school adopted interim/common/benchmark assessments; and

- authentic measures (e.g., learner portfolio, recitation, performance).

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

Developing Goals

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

Figure 4.6: *Acronym for Developing Goals*

Specific:	The goal is focused, for example, by content area, by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the teacher's control to effect change.
Realistic:	The goal is feasible for the teacher.
Time limited:	The goal is contained within a single school year.

Submission of the Goal Setting for Student Academic Progress Form

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

Mid-Year Review of Goal

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

End-of-Year Review of Goal

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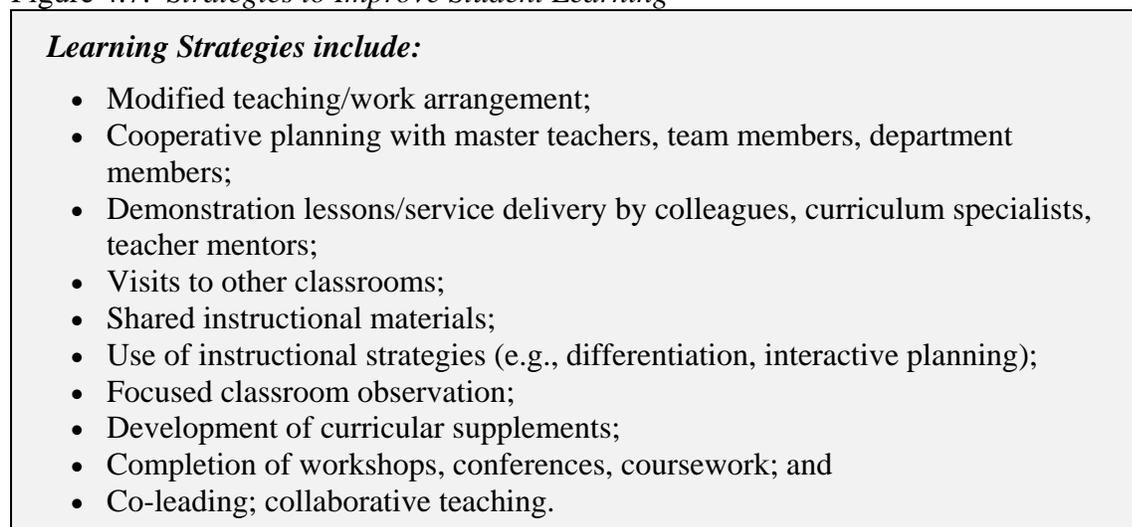
Goal Setting Form Explanation

The following describes the sections of the *Goal Setting for Student Academic Progress Form* found on pages 56-57.

I.   *Setting:* Describe the population and special circumstances of the goal setting.

II.   *Identify the content area:* The area/topic addressed based on learner achievement, learner or program progress, or observational data.

III.   *Provide baseline data:* Determine the learners' baseline data (where they are now) using the following process:

- collect and review data;

- analyze the data;

- interpret the data; and

- determine needs.

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

- Select an emphasis for your goal, focusing on the classroom/teacher level.

- Develop an annual goal.

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

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

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

Figure 4.7: *Strategies to Improve Student Learning*[22]

Learning Strategies include:

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

SAMPLE Goal Setting for Student Academic Progress Form

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_____

Subject/Grade   _____   **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 Growth   ☐ *Yes* ☐ *No*

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Endnotes

[1] Marshall, K. (2005); Stronge, J. H. (2006); Tucker, P. D. & Stronge, J. H. (2005).

[2] Schalock, H. D., Schalock, M. D., Cowart, B. & Myton, D. (1993).

[3] Tucker, P. D. & Stronge, J. H. (2005), p. 6.

[4] Nye, B. et al. (2004); Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2001).

[5] Tucker, P. D. & Stronge, J. H. (2001).

[6] Tucker, P. D. & Stronge, J. H. (2006).

[7] Nye, B., Konstantopoulos, S, & Hedges. L. V. (2004); Sanders, W. L. & Horn, S. P. (1998).

[8] Leigh, A. (n.d.), p. 11.

[9] Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2008).

[10] Nye, B., Konstantopoulos, S, & Hedges. L. V. (2004).

[11] Stronge, J. H. (2010a), p. 24.

[12] Stronge, J. H. (2010a), p. 19.

[13] Tucker, P. D. & Stronge, J. H. (2006), pp. 158-159.

[14] Virginia School Boards Association. (2006), p. 175.

[15] Virginia School Boards Association. (2006), p. 177.

[16] At the time that this document was completed, VDOE was developing the capability to calculate student growth percentiles. Information about student growth percentiles will be provided, when available.

[17] Teachers and administrators need to determine the applicability of student growth percentiles to the evaluation of teachers who teach disproportionately large numbers of students for whom no student growth percentile is available. Students without a growth percentile will include those who: participated in alternative assessments, transferred into their classroom from out of state or late in the school year, or have earned sufficiently high scores on the SOL test that the student growth percentile was not provided. In situations in which a significant proportion of students taught do not have a growth percentile, the median growth percentile would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7.

[18] Tucker, P. D. & Stronge, J. H. (2005).

[19] Tucker, P. D. & Stronge, J. H. (2005).

[20] Stronge, J. H. & Grant, L. H. (2008).

[21] The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

[22] For additional information regarding how to design student achievement goals and for samples of goals already developed, please refer to: Stronge, J. H. & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning. Larchmont*, NY: Eye On Education. (eyeoneducation.com)

Part 5: Rating Teacher Performance

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

Interim Evaluation

Some teacher evaluation systems include an interim review, especially for probationary teachers, in order to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a *Teacher Interim Performance Report* that indicates if a teacher has shown evidence of each of the performance standards. The evaluator should share her/his assessment of the teacher's performance by a given date (for example, the last school day before winter break each year for Probationary teachers). *Please note that the Teacher Interim Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance.* A sample *Teacher Interim Performance Report* is provided on pages 54-57.

SAMPLE Teacher Interim Performance Report

Teacher _____   ***School Year(s)*** _____

Grade/Subject _____   ***School*** _____

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

Strengths:

Areas of Improvement:

Teacher's Name _____

Teacher's Signature _____   Date _____

Evaluator's Name _____

Evaluator's Signature _____   Date _____

1. Professional Knowledge

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.

- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

☐ Evident   ☐ Not Evident

2. Instructional Planning

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

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

☐ Evident   ☐ Not Evident

3. Instructional Delivery

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

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.

- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

☐ Evident   ☐ Not Evident

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.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.

- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

☐ 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 the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

☐ Evident   ☐ Not Evident

6. Professionalism

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

☐ Evident   ☐ Not Evident

7. Student Academic Progress

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

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

- Provides evidence that achievement goals have been met, including the state-provided growth measure 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 sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

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

Definitions of Ratings

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

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

Category	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: • consistently exhibits behaviors that have a strong positive impact on learners and the school climate • serves as a role model to others • sustains high performance over a period of time
Proficient	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn and apply new skills • exhibits behaviors that have a positive impact on learners and the school climate

Category	Description	Definition
Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: • requires support in meeting the standards • results in less than quality work performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Poor-quality performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment

How a Performance Rubric Works

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

Sample Performance Indicators

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

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven teacher performance standards. 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. 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 practices. ***Please note: The rating of "proficient" is the expected level of performance. Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision makers.***

Figure 5.2: *Example of a Performance Rubric*

Instructional Delivery (Performance Standard 3)

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

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

Performance Rubrics for Performance Standards

Teachers are evaluated on the performance standards using the following performance appraisal 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 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.

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

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

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.

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

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

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.

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

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

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.

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

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

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.

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

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

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.

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.

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

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

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.

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

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

Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate information sources, the evaluator applies the four-level rating scale to evaluate a teacher's performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Teacher Summative Performance Report* is provided on pages 69-72. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle. However, if a teacher with continuing contract status is

not meeting expectations (at any point in the cycle) or is fulfilling a performance improvement plan, the evaluation cycle will vary. Summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle.

Summative ratings should apply the rating for each of the seven performance expectations, with the most significant weight given to Standard 7 - student academic progress. This document suggests that school divisions weight each of the first six standards equally at 10 percent, and that Standard 7 account for 40 percent of the evaluation. In determining the final summative rating, the following approach could be used:

1. Apply numbers 1 (unacceptable) through 4 (exemplary) to the rating scale
   Exemplary = 4
   Proficient = 3
   Developing/Needs Improvement = 2
   Unacceptable = 1;

2. Calculate the weighted contribution of each standard to the summative evaluation; and

3. Add the weighted contribution to achieve the final summative evaluation.

The following tables provide two examples of how this approach would apply.

Example of Weighted Calculations for Teacher Performance Evaluation

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1	Proficient	3	10%	0.3
Standard 2	Proficient	3	10%	0.3
Standard 3	Proficient	3	10%	0.3
Standard 4	Proficient	3	10%	0.3
Standard 5	Proficient	3	10%	0.3
Standard 6	Exemplary	4	10%	0.4
Standard 7	Proficient	3	40%	1.2
			Summative Rating (sum of weighted contributions)	**3.1**

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1	Proficient	3	10%	0.3
Standard 2	Developing	2	10%	0.2
Standard 3	Proficient	2	10%	0.3
Standard 4	Proficient	3	10%	0.3
Standard 5	Proficient	3	10%	0.3
Standard 6	Developing	2	10%	0.2
Standard 7	Proficient	3	40%	1.2
			Summative Rating (sum of weighted contributions)	**2.8**

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. For example, standard rounding rules may be applied (any rating of 2.5 to 3.4 results in a summative rating of proficient), possibly in conjunction with additional criteria. School divisions also may establish and document additional criteria to the summative rating. For example, a school division may decide that no teachers can be given a summary rating of exemplary if they are rated below proficient on any of the seven standards, or that summative criteria should differ for teachers at different points on the career ladder. For example, a school division may decide that regardless of the sum of weighted contributions, teachers with five or more years of experience who do not have an exemplary rating on Standard 7 (Student Academic Progress) may not be given an overall exemplary rating. These decisions, and documentation of such decisions, must be made before the new evaluation system is put in place. As well, it is critical that teachers understand the requirements before the evaluation cycle begins.

SAMPLE Teacher Summative Performance Report

Directions: Evaluators use this form prior to April 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 _____ ***School Year(s)*** _____

Grade/Subject _____ ***School*** _____

Contract Status: ☐ *Probationary*   ☐ *Continuing Contract*

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

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

Comments:	

6. Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.
 	
• Collaborates and communicates effectively within the school community to promote students' well-being and success.
• Adheres to federal and state laws, school policies, and ethical guidelines.
• Incorporates learning from professional growth opportunities into instructional practice.
• Sets goals for improvement of knowledge and skills.
• Engages in activities outside the classroom intended for school and student enhancement.
 	
• Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
• Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
• Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
• Demonstrates consistent mastery of standard oral and written English in all communication.
 	
Comments:
	Rating
	☐ *Exemplary*
	☐ *Proficient*
	☐ *Developing/
	   Needs
	   Improvement*
	☐ *Unacceptable*

7. Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.
 	
• Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
• Documents the progress of each student throughout the year.
 	
• Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
• Uses available performance outcome data to continually document and communicate student academic progress and develop interi learning targets.
 	
Comments:
	Rating
	☐ *Exemplary*
	☐ *Proficient*
	☐ *Developing/
	   Needs
	   Improvement*
	☐ *Unacceptable*

Overall Evaluation Summary:
Include comments here

☐ **Exemplary**

☐ **Proficient**

☐ **Developing/Needs Improvement**

☐ **Unacceptable**

☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

_____   _____
Evaluator's Name   Teacher's Name

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

_____   _____
Date   Date

_____
Site Administrator's Name

_____   _____
Site Administrator's Signature   Date

Part 6: Improving Teacher Performance

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

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

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

Figure 6.1: *Two Tools to Increase Professional Performance*

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

* The principal is responsible for the overall supervision of personnel in the worksite/department/school and, as such, monitors the *Performance Improvement Plan* and makes the recommendations to the superintendent or her or his designee about the teacher's progress. If an assistant principal has been collecting documentation such as observations, the assistant principal and the principal must confer about the *Performance Improvement Plan.* Article 2, § 22-1.293 of the *Code of Virginia*: Teachers, Officers and Employees, states, in part, the following: A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his supervision. Beginning September 1, 2000, (i) principals must have received training, provided pursuant to §22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress prior to submitting such recommendations; and (ii) assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.

Support Dialogue

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

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

Figure 6.2: *Sample Prompts*

Sample Prompts for the Initial Conversation
What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about _____(tell specific concern). What has gone well?
What has not gone as well?

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

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

SAMPLE: Support Dialogue Form *(optional)*

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

What is the area of targeted support?

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

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

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

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher will be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan* Form on pages 78-79. A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a teacher receives two or more "Not Evident" ratings at the interim review;

- a rating of "Developing/Needs Improvement" 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:

a) provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;

b) formulate a *Performance Improvement Plan* in conjunction with the teacher; and

c) review the results of the *Performance Improvement Plan* with the teacher within established timelines.

Assistance may include:

- assistance from a curriculum or program coordinator;

- support from a professional peer or supervisor;

- conferences, classes, and workshops on specific topics; and/or

- other resources to be identified.

Resolution of Performance Improvement Plan

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

a) Sufficient improvement has been achieved; the teacher is no longer on a *Performance*

Improvement Plan and is rated "Proficient."

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

c) 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 *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated "Unacceptable" a second time, the teacher will be recommended for dismissal.

When a teacher with continuing contract status is rated "Unacceptable," 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.

SAMPLE: Performance Improvement Plan Form
(Required for a Teacher Placed on a Remediation Plan of Action)

Teacher _____ **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[a]

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_____

---

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

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Virginia Standards for the Professional Practice of Teachers
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Table of Contents

Part 1: Introduction

The *Virginia Standards for the Professional Practice of Teachers* were originally developed as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. In 2004, a task force comprised of outstanding teachers representing all grade levels, subject area expertise, and regions within the state drafted the initial *Virginia Standards for the Professional Practice of Teachers*. The Virginia Department of Education (VDOE) then hosted focus group meetings in all eight regions of the state to provide opportunities for Virginia educators at the division, school, and higher education levels to provide feedback on the draft standards. Based on their feedback, the standards were revised and adopted by the Virginia Board of Education in 2008 as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

Teaching standards provide a vision for the profession. They define what teachers should know and do. By creating a conceptual model for effective teaching, the standards establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing profession development can be aligned. The standards also can assist teachers in reflecting on their teaching practice and its impact on student learning. The standards should guide the development of all teachers throughout their careers as they continually seek to improve their practice.

In 2010, in response to a growing state and national emphasis on teacher effectiveness, the Virginia Department of Education convened a task force to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. The revised *Virginia Standards for the Professional Practice of Teachers* reflect a closer alignment in structure between the two documents to assist educators in using the standards to improve the practice and performance of teachers.

The revised *Virginia Standards for the Professional Practice of Teachers* document is presented in two sections: Standards for the Professional Practice of All Teachers and Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas. The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas include standards for teachers of English; history and social science; mathematics; science; career and technical education; English as a Second Language; fine arts; foreign language; health and physical education; and special education. The standards are organized around six interrelated categories of teaching practice.

The *Guidelines for Uniform Performance Standards for Teachers* (revised 2011) include seven performance standards. The seventh performance standard is student academic progress. Within each of the six standards listed below are key elements that describe the knowledge that teachers possess and actions that they take to advance student learning. Together these six standards and key elements represent the scope and complexity of teaching.

- **Professional Knowledge**

- **Instructional Planning**

- **Instructional Delivery**

- **Assessment of and for Student Learning**

- **Learning Environment**

- **Professionalism**

The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas follows the same format as the *Virginia Standards for the Professional Practice of Teachers* and builds on the *Virginia Licensure Regulations for School Personnel* and the Virginia Standards of Learning. Standards developed by the National Board for Professional Teaching Standards in the various content areas also guided the work of the content-specific task force members.

To further guide teachers as they define and develop their practice around the six standards, two supplemental documents are provided. Supplemental Document A uses an inquiry approach to foster ongoing reflection and insight through questions that encourage teachers to examine key aspects of teaching within each standard. Supplemental Document B provides examples of the knowledge, skills, actions, and attitudes exhibited by teachers who are meeting each standard. These questions address only a sample of important aspects of teaching and are not intended to be used as a check list. Rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

Part 2:
Standards for the Professional Practice of All Teachers

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> ***Key Element 1:*** Teachers understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

> ***Key Element 2:*** Teachers understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

> ***Key Element 3:*** Teachers address appropriate curriculum standards and establish instructional goals that demonstrate a deep knowledge of their students and subject matter content.

Standard Two: Instructional Planning

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

> ***Key Element 1:*** Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

> ***Key Element 2:*** Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.

> ***Key Element 3:*** Teachers plan instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

> ***Key Element 4:*** Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.

> ***Key Element 5:*** Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.

> ***Key Element 6:*** Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, relevant to learners, and based on principles of effective instruction.

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

> ***Key Element 1:*** Teachers differentiate instruction to accommodate the learning needs of all students.

> ***Key Element 2:*** Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.

> ***Key Element 3:*** Teachers communicate clearly and check regularly for understanding.

> ***Key Element 4:*** Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use 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.

> ***Key Element 1:*** Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.

> ***Key Element 2:*** Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.

> ***Key Element 3:*** Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.

> ***Key Element 4:*** Teachers set measurable and appropriate goals for students based on baseline data and accept responsibility for providing instruction that will enable students to achieve those goals.

Standard Five: Learning Environment

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

> ***Key Element 1:*** Teachers create a safe and positive learning environment.
>
> ***Key Element 2:*** Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.
>
> ***Key Element 3:*** Teachers develop and maintain rapport with students.
>
> ***Key Element 4:*** Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.
>
> ***Key Element 5:*** Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

> ***Key Element 1:*** Teachers work in partnership with families to promote student learning at home and in the school.
>
> ***Key Element 2:*** Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.
>
> ***Key Element 3:*** Teachers model professional and ethical standards as well as personal integrity in all interactions.
>
> ***Key Element 4:*** Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.
>
> ***Key Element 5:*** Teachers continually reflect on, evaluate, and seek to improve their practice.
>
> ***Key Element 6:*** Teachers take responsibility for and participate in a meaningful and continuous process of professional development.
>
> ***Key Element 7:*** Teachers effectively use standard oral and written English in all communications.

Part 3: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English

Standard One: Professional Knowledge

Teachers of English demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> ***Key Element 1:*** Teachers of English use information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

> ***Key Element 2:*** Teachers of English demonstrate an understanding of the knowledge, skills, and processes of English and use this knowledge to establish instructional goals that address appropriate English curriculum standards.

> ***Key Element 3:*** Teachers of English use standards, resources, and techniques to maximize student learning in the areas of speaking, listening, reading, writing, and research.

> ***Key Element 4:*** Teachers of English use a variety of texts, ideas, perspectives and approaches in the study of literature to expand student knowledge of themselves and their world.

> ***Key Element 5:*** Teachers of English apply the conventions of standard English in reading, writing, and oral communication.

> ***Key Element 6:*** Teachers of English understand the writing process and use a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

> ***Key Element 7:*** Teachers of English are knowledgeable in a variety of effective reading strategies and help students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

Standard Two: Instructional Planning

Teachers of English plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

> ***Key Element 1:*** Teachers of English select and create materials based on instructional purpose, literary merit, impact of the medium, parameters of the curriculum and students' developmental needs.

> ***Key Element 2:*** Teachers of English incorporate real world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

Standard Three: Instructional Delivery

Teachers of English effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

> ***Key Element 1:*** Teachers of English facilitate students' active learning through projects, collaborative work, multi-media, and oral interpretation.
>
> ***Key Element 2:*** Teachers of English use a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.
>
> ***Key Element 3:*** Teachers of English encourage students' self-directed learning and the creative application of oral language, writing, and reading interpretation.
>
> ***Key Element 4:*** Teachers of English encourage inquiry and require students to provide credible evidence from a variety of sources.

Standard Four: Assessment of and for Student Learning

Teachers of English systematically gather, analyze, and use 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.

> ***Key Element:*** Teachers of English engage students in a variety of formative and summative assessments to include oral, written, and self-assessments.

Standard Five: Learning Environment

Teachers of English use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

> ***Key Element 1:*** Teachers of English create and maintain a classroom environment that supports and encourages students to develop and practice communication skills.
>
> ***Key Element 2:*** Teachers of English create an intellectual environment that enables students to develop competence in reading, writing, listening, and speaking skills.
>
> ***Key Element 3:*** Teachers of English encourage opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

Standard Six: Professionalism

Teachers of English maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

> ***Key Element 1:*** Teachers of English reflect on what they teach and how they teach. They keep abreast of current research-based practices in English and continually seek to improve their knowledge and practice.
>
> ***Key Element 2:*** Teachers of English collaborate with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary professionals into the classroom. These learning experiences may include student writing as well as providing opportunities for speeches, presentations, and dramatic interpretation.
>
> ***Key Element 3:*** Teachers of English effectively use standard oral and written English in all communications.

Part 4: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of History and Social Science

Standard One: Professional Knowledge

Teachers of history and social science demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> ***Key Element 1:*** Teachers of history and social science use information regarding student development, prior knowledge, background, interests, and experiences with history and social science to design thoughtful curricula and to provide effective instruction.

> ***Key Element 2:*** Teachers of history and social science demonstrate an understanding of the knowledge, skills, processes, and democratic values of history and social science.

> ***Key Element 3:*** Teachers of history and social science understand the concepts, big ideas, essential questions, and essential knowledge from the disciplines of history, geography, economics, and civics included in the *Virginia Standards of Learning for History and Social Science.*

> ***Key Element 4:*** Teachers of history and social science integrate knowledge from history, geography, economics, and civics into their courses, and from other academic disciplines as appropriate.

> ***Key Element 5:*** Teachers of history and social science use content from history, geography, economics, and civics to develop the skills of (1) acquiring, organizing, and interpreting information from primary and secondary sources; (2) historical inquiry; (3) reading and interpreting maps, graphs, charts, and political cartoons; (4) making and defending decisions on public policies; and (5) actively participating in groups.

> ***Key Element 6:*** Teachers of history and social science understand and appreciate the core values of life, liberty, truth, equality of opportunity, and justice that form the foundation of American democracy and the conflicts that exist among these values.

> ***Key Element 7:*** Teachers of history and social science understand and appreciate the cultural diversity of American society and of the world and how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

> ***Key Element 8:*** Teachers of history and social science demonstrate knowledge of significant historical periods, the role of conflict and cooperation, and patterns of continuity and change in United States and world history.

Key Element 9: Teachers of history and social science demonstrate knowledge of places and regions of the world, the physical processes that shape the earth, patterns of movement and interconnectedness, and the forces of cooperation and conflict among peoples around the world.

Key Element 10: Teachers of history and social science demonstrate knowledge of the purpose and organization of government and know how to promote the active participation of citizens in a democracy.

Key Element 11: Teachers of history and social science understand how the market economy and other types of global economies organize for the production, distribution and consumption of goods and services.

Standard Two: Instructional Planning

Teachers of history and social science plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of history and social science use the content and investigative processes of history, geography, economics, and civics to promote the thoughtful investigation of essential questions and understandings in the *Virginia Standards of Learning for History and Social Science.*

Key Element 2: Teachers of history and social science organize content from history, geography, economics, and civics into meaningful, coherent, and engaging units of instruction using a variety of instructional strategies, including those that require higher levels of thinking.

Key Element 3: Teachers of history and social science select and organize content from history, geography, economics, and civics that examines value-based topics and addresses controversial historical and contemporary issues.

Key Element 4: Teachers of history and social science connect content and activities to personal or real world experiences.

Standard Three: Instructional Delivery

Teachers of history and social science effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of history and social science model thoughtfulness by asking challenging questions, asking students to explain and provide evidence for conclusions, encouraging students to raise questions and evaluate proposed solutions, and promoting discourse on topics that stimulate higher order thinking.

Key Element 2: Teachers of history and social science encourage and model the skills of historical inquiry, interpreting information from primary sources, maps, charts, graphs, and political cartoons, and drawing conclusions on public issues.

Standard Four: Assessment of and for Student Learning

Teachers of history and social science systematically gather, analyze, and use 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.

Key Element: Teachers of history and social science engage students in a variety of written and oral assessment tasks, including essays, research projects, and various forms of discussion.

Standard Five: Learning Environment

Teachers of history and social science use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of history and social science create a learning environment in which thinking, discourse, and respect for diverse viewpoints are the norms.

Key Element 2: Teachers of history and social science create a learning environment in which historical thinking, civic competence, questioning, problem-solving, and decision-making are pursued and encouraged.

Key Element 3: Teachers of history and social science create a learning environment where diverse viewpoints on controversial historical and contemporary issues are explored and respected.

Key Element 4: Teachers of history and social science create opportunities for students to collaborate, discuss, and seek consensus in small and large groups, while accepting disagreements and conflicting points of view with tolerance, understanding, and sensitivity.

Standard Six: Professionalism

Teachers of history and social science maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of history and social science regularly reflect on what they teach and how they teach.

Key Element 2: Teachers of history and social science continually seek to improve their practice through academic course work, fieldwork, membership in professional organizations, and by attending workshops and conferences.

Key Element 3: Teachers of history and social science take advantage of real-world community opportunities in disciplines they teach (e.g., archaeological digs, museum programs, civic projects).

Key Element 4: Teachers of history and social science utilize community resources through field trips, guest speakers, museum artifacts, newspaper and other media, and computer technology.

Key Element 5: Teachers of history and social science encourage students to participate in community-based service and civic learning projects.

Key Element 6: Teachers of history and social science collaborate with their colleagues, discipline experts, and other educational professionals to expand their knowledge of instructional materials and practices, improve their school's history/social science program, and advance teacher and student knowledge of history, geography, economics, and civics.

Key Element 7: Teachers of history and social science effectively use standard oral and written English in all communications.

Part 5: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Mathematics

Standard One: Professional Knowledge

Teachers of mathematics demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

>*Key Element 1:* Teachers of mathematics interpret and use research on how children learn mathematics as well as information regarding students' prior knowledge and experiences in mathematics to guide their instruction.

>*Key Element 2:* Teachers of mathematics understand the effect of students' age, abilities, interests, and experience on learning mathematics to provide all students an opportunity to enhance their mathematical thinking and extend their opportunities in mathematics.

>*Key Element 3:* Teachers of mathematics demonstrate an understanding of mathematical concepts and procedures, mathematical problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world around us, and mathematical representations.

>*Key Element 4:* Teachers of mathematics responsible for instruction at all levels (K-12) understand the key concepts of number and operations, number sense, number systems, algebraic structures, algebra, geometry, measurement, probability and statistics, the role of functions and variables, and probabilistic and proportional reasoning.

>*Key Element 5:* Teachers of mathematics demonstrate and foster the disposition to do mathematics; the confidence to learn mathematics independently; the development and application of mathematical language and symbolism; and a view of mathematics as a study of patterns and relationships.

>*Key Element 6:* Teachers of mathematics have a thorough understanding of the mathematics they are teaching as well as a vision of where that mathematics is leading.

Standard Two: Instructional Planning

Teachers of mathematics plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

>*Key Element 1:* Teachers of mathematics select, adapt, and use instructional materials and research-based pedagogy that engage students in active learning, and promote reflective thought and understanding.

Key Element 2: Teachers of mathematics believe that all students can learn to think mathematically. They understand that teaching is a complex process and not reducible to recipes or prescriptions.

Standard Three: Instructional Delivery

Teachers of mathematics effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of mathematics pose tasks that provide the stimulus for students to think about mathematical concepts and procedures, their connections with other mathematical ideas, and their applications to real-world contexts. These tasks encourage students to reason about mathematical ideas, and to formulate, grapple with, and solve problems.

Key Element 2: Teachers of mathematics orchestrate discourse that is founded on mathematical ways of knowing and communicating. This interaction, between teacher and students and among students, fosters the development of critical mathematical processes - problem solving, reasoning and proof, communication, connections, and representation - and influences student dispositions toward mathematics.

Key Element 3: Teachers of mathematics understand and are able to demonstrate appropriate use of manipulatives, calculators, graphing utilities and computer software to enhance and support student understanding and provide learning opportunities and environments in which students use these instructional tools to make sense of mathematics.

Key Element 4: Teachers of mathematics foster writing in the classroom that requires students to communicate using mathematics and to reflect on their own mathematical understanding.

Standard Four: Assessment of and for Student Learning

Teachers of mathematics systematically gather, analyze, and use 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.

Key Element: Teachers of mathematics use a variety of strategies to continuously monitor students' capacity and inclination to analyze situations, frame and solve problems, and make sense of mathematical concepts and procedures.

Standard Five: Learning Environment

Teachers of mathematics use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

> ***Key Element 1:*** Teachers of mathematics create an intellectually and emotionally safe environment in which mathematical thinking is the norm.

> ***Key Element 2:*** Teachers of mathematics understand that what students learn is fundamentally connected to how they learn it. They create an environment that supports and encourages mathematical reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematical opinions of others.

Standard Six: Professionalism

Teachers of mathematics maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

> ***Key Element 1:*** Teachers of mathematics regularly reflect on what they teach and how they teach. They keep abreast of research in mathematics and mathematical pedagogy, continually seeking to improve their knowledge and practice.

> ***Key Element 2:*** Teachers of mathematics collaborate with peers and other educational professionals to strengthen their school's mathematics program and advance mathematical knowledge of teachers, students, families, and school communities.

> ***Key Element 3:*** Teachers of mathematics effectively use standard oral and written English in all communications.

Part 6: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Science

Standard One: Professional Knowledge

Teachers of science demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> *Key Element 1:* Teachers of science use information regarding students' prior knowledge and development in science to guide their instruction in order to provide all students an opportunity to enhance their scientific investigation, reasoning, and logic skills and to extend their opportunities in science.

> **Key Element 2:** Teachers of science understand major scientific concepts, principles, theories, and laws of their disciplines included in the *Virginia Science Standards of Learning.*

> *Key Element 3:* Teachers of science understand interrelationships among the disciplines of science.

> *Key Element 4:* Teachers of science use mathematics in the acquisition, analysis, and reporting of data in solving scientific problems.

> *Key Element 5:* Teachers of science convey the unifying concepts of science including systems, order, and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; and forms and function.

> *Key Element 6:* Teachers of science understand the philosophical tenets, assumptions, goals, and values that distinguish science from pseudo-science.

> *Key Element 7:* Teachers of science use their knowledge of current research to effectively design, conduct, report, and evaluate investigations in science.

Standard Two: Instructional Planning

Teachers of science plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

> *Key Element 1:* Teachers of science incorporate the nature of science and scientific inquiry into instruction by using the knowledge and significance of science and scientific advances to connect to other disciplines and to daily life.

Key Element 2: Teachers of science engage students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Standard Three: Instructional Delivery

Teachers of science effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of science organize and engage students by using different student group-learning strategies.

Key Element 2: Teachers of science engage students effectively in developmentally appropriate inquiries that lead them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Key Element 3: Teachers of science encourage and model the skills of scientific inquiry as well as the curiosity, openness to new ideas, and skepticism that define science.

Key Element 4: Teachers of science relate the contributions and significance of science to social and cultural developments.

Key Element 5: Teachers of science relate the historical development of scientific concepts and scientific reasoning to current understanding.

Standard Four: Assessment of and for Student Learning

Teachers of science systematically gather, analyze, and use 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.

Key Element: Teachers of science use multiple strategies to probe for students' scientific preconceptions and use that information to guide instruction.

Standard Five: Learning Environment

Teachers of science use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of science employ the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space, and resources needed for learning science.

Key Element 2: Teachers of science require knowledge and respect for safety in the use of organisms, materials, chemicals, and equipment.

Key Element 3: Teachers of science review and implement general guidelines for safety as well as regulations related to collection and use of living organisms.

Key Element 4: Teachers of science use science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in the learning of science.

Key Element 5: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

Key Element 6: Teachers of science create and maintain a psychologically and socially safe, supportive learning environment conducive to challenging scientific evidence.

Standard Six: Professionalism

Teachers of science maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of science demonstrate the importance of relating science to the community and of involving stakeholders and using community resources to promote the learning of science.

Key Element 2: Teachers of science engage actively and continuously in updating their knowledge of current developments and new technologies.

Key Element 3: Teachers of science effectively use standard oral and written English in all communications.

Part 7: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Career and Technical Education

Standard One: Professional Knowledge

Teachers of career and technical education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> *Key Element 1:* Teachers of career and technical education use information regarding student development, prior knowledge, background, interests, and experiences to provide the opportunity for all students to enhance their critical thinking skills and their intellectual, social, personal, and professional development.

> *Key Element 2:* Teachers of career and technical education counsel students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

> *Key Element 3:* Teachers of career and technical education educate their students about opportunities for employment in nontraditional fields.

> *Key Element 4:* Teachers of career and technical education support and advance the development of life skills that enable students to experience quality growth and maturity and achieve personal goals.

> *Key Element 5:* Teachers of career and technical education foster student involvement in the appropriate career and technical student organization.

> *Key Element 6:* Teachers of career and technical education demonstrate a sound approach to career and technical education, which demands the infusion of the core disciplines in the school curriculum. Teachers not only have to understand these disciplines, they must also know how to select from among the concepts and skills related to their disciplines.

> *Key Element 7:* Teachers of career and technical education are knowledgeable about the subject matter in their field, including new developments, findings, technology, and industry certifications. They explore their subject areas thoroughly to establish and maintain a firm understanding of the content in their field.

> *Key Element 8:* Teachers of career and technical education incorporate workplace readiness skills, all aspects of industry, and internet safety into the curriculum.

> *Key Element 9:* Teachers of career and technical education integrate the appropriate activities and learning opportunities of the career and technical student organization into the

19

curriculum to foster application of learning, to develop leadership skills, and to promote professional development.

Key Element 10: Teachers of career and technical education include all essential competencies in each course in the appropriate discipline(s).

Standard Two: Instructional Planning

Teachers of career and technical education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of career and technical education design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers of career and technical education use materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 3: Teachers of career and technical education select, evaluate, and adapt multiple methods and instructional strategies to engage students and enhance student learning.

Standard Three: Instructional Delivery

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

Key Element 1: Teachers of career and technical education differentiate instruction to accommodate the learning needs of all students.

Key Element 2: Teachers of career and technical education relate content and activities to personal or real-world experiences and interests.

Key Element 3: Teachers of career and technical education facilitate students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment where appropriate.

Key Element 4: Teachers of career and technical education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Standard Four: 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.

> ***Key Element:*** Teachers of career and technical education communicate specific performance expectations and use a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

Standard Five: Learning Environment

Teachers of career and technical education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

> ***Key Element 1:*** Teachers of career and technical education create a safe and positive environment for students both in the classroom, and where applicable, on work-based learning sites.

> ***Key Element 2:*** Teachers of career and technical education document the classroom and career experiences relevant to safety training and workplace preparation skills.

> ***Key Element 3:*** Teachers of career and technical education manage classroom procedures to ensure continuous student engagement through maximized learning time.

> ***Key Element 4:*** Teachers of career and technical education create a supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation for all students.

Standard Six: Professionalism

Teachers of career and technical education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning throughout the school year.

> ***Key Element 1:*** Teachers of career and technical education work in partnership with families to promote student learning at home and in school.

> ***Key Element 2:*** Teachers of career and technical education collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers of career and technical education reinforce a collaborative effort with business and industry through the use of advisory committees where necessary.

Key Element 4: Teachers of career and technical education reinforce, through recruitment efforts, the benefits of career and technical education in collaboration with appropriate school personnel (i.e., administrators, guidance counselors, etc.).

Key Element 5: Teachers of career and technical education collaborate with core academic teachers to develop and utilize integrated lesson plans with real-world examples and applications.

Key Element 6: Teachers of career and technical education collaborate with teachers of special education to meet the learning needs of all students.

Key Element 7: Teachers of career and technical education model professional and ethical standards as well as exhibit personal integrity in all interactions.

Key Element 8: Teachers of career and technical education continually reflect on, evaluate, and seek to improve their profession and update their knowledge and skills based on new business and industry trends and technology and educational pedagogy.

Key Element 9: Teachers of career and technical education take responsibility for and participate in meaningful and continuous processes of professional development including membership and participation in appropriate professional and community organizations.

Key Element 10: Teachers of career and technical education affiliate with and maintain appropriate student organizations as a means of promoting student professionalism.

Key Element 11: Teachers of career and technical education effectively use standard oral and written English in all communications.

Part 8: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English as a Second Language

Standard One: Professional Knowledge

Teachers of English as a Second Language demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> **Key Element 1:** Teachers of English as a Second Language use information regarding students' cultures, English and home language proficiency levels, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

> **Key Element 2:** Teachers of English as a Second Language demonstrate that they understand the knowledge, skills, and processes of learning English as a new language.

> **Key Element 3:** Teachers of English as a Second Language demonstrate knowledge of multiple second language acquisition teaching strategies and techniques to expand student knowledge.

> **Key Element 4:** Teachers of English as a Second Language demonstrate knowledge of English linguistics including morphology, phonology, semantics, and syntax and can apply those principles to instruction.

> **Key Element 5:** Teachers of English as a Second Language have post-secondary (or equivalent) experience in learning a second language.

> **Key Element 6:** Teachers of English as a Second Language demonstrate proficiency in listening, reading, speaking, and writing in English.

> **Key Element 7:** Teachers of English as a Second Language understand the role of culture and home language in English language development and academic achievement.

> **Key Element 8:** Teachers of English as a Second Language have knowledge of U.S. culture and how to help students make appropriate cultural transitions.

> **Key Element 9:** Teachers of English as a Second Language demonstrate that they understand Virginia's accountability system as it applies to limited English proficient students.

Standard Two: Instructional Planning

Teachers of English as a Second Language plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

> ***Key Element 1:*** Teachers of English as a Second Language plan, deliver, and assess instruction effectively to assist limited English proficient students in English language acquisition.

> ***Key Element 2:*** Teachers of English as a Second Language use state standards and local curriculum to deliver a coherent curriculum to limited English proficient students through effective long-range, standards-based planning.

Standard Three: Instructional Delivery

Teachers of English as a Second Language effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

> ***Key Element 1:*** Teachers of English as a Second Language teach the conventions of the English language required for social situations and also teach skills, vocabulary, and concepts that support student learning in academic areas.

> ***Key Element 2:*** Teachers of English as a Second Language effectively use a variety of materials, texts, ideas, perspectives, and approaches to deliver instruction.

> ***Key Element 3:*** Teachers of English as a Second Language use scientifically-based strategies that reflect best current practices in teaching that promote higher order thinking skills.

> ***Key Element 4:*** Teachers of English as a Second Language teach the standards by identifying, choosing, and adapting a wide range of materials, resources, and technologies in English as a Second Language content instruction.

Standard Four: Assessment of and for Student Learning

Teachers of English as a Second Language systematically gather, analyze, and use 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.

> ***Key Element 1:*** Teachers of English as a Second Language prepare students for participation in Virginia's Standards of Learning including ELP standards and assessments as they apply to limited English proficient students.

Key Element 2: Teachers of English as a Second Language engage students in a variety of ongoing formative and summative assessments to include performance-based assessments appropriate to their English proficiency levels.

Standard Five: Learning Environment

Teachers of English as a Second Language use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of English as a Second Language foster a classroom environment that encourages students to develop and practice communication skills.

Key Element 2: Teachers of English as a Second Language value diversity and diverse perspectives by integrating students' cultures into the classroom.

Key Element 3: Teachers of English as a Second Language encourage students to know, value, and respect themselves and others in the classroom, school, and larger community.

Standard Six: Professionalism

Teachers of English as a Second Language maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of English as a Second Language collaborate with families, administrators, colleagues and community members to value and support limited English proficient students.

Key Element 2: Teachers of English as a Second Language involve families in the educational process and facilitate parental involvement by accessing resources to make interactions comprehensible to the families.

Key Element 3: Teachers of English as a Second Language promote cross-cultural communication and partnerships among students, families, communities, and schools.

Key Element 4: Teachers of English as a Second Language serve as resources and models for school staff for providing instruction to limited English proficient students.

Key Element 5: Teachers of English as a Second Language reflect on what they teach and how they teach. They continually seek to improve their knowledge and practice.

Key Element 6: Teachers of English as a Second Language stay current on research, trends, policies, and legal mandates affecting English as a Second Language students and programs through reading and professional development opportunities.

Key Element 7: Teachers of English as a Second Language model a disposition of cultural sensitivity.

Key Element 8: Teachers of English as a Second Language effectively use standard oral and written English in all communications.

Part 9: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of the Fine Arts

Standard One: Professional Knowledge

Teachers of the fine arts demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> *Key Element 1:* Teachers of the fine arts design curricula based on their understanding of student development, knowledge, interests, experiences, and abilities.
>
> *Key Element 2:* Teachers of the fine arts understand cognitive, psychomotor, artistic, and emotional stages of student development.
>
> *Key Element 3:* Teachers of the fine arts demonstrate knowledge of diverse student learning styles and their implications for education in the arts.
>
> *Key Element 4:* Teachers of the fine arts demonstrate understanding of central concepts, structures, and processes of their art discipline.
>
> *Key Element 5:* Teachers of the fine arts demonstrate knowledge of the *Virginia Standards of Learning* in their discipline.
>
> *Key Element 6:* Teachers of the fine arts demonstrate knowledge of cultural and historical context as it applies to their discipline.
>
> *Key Element 7:* Teachers of the fine arts demonstrate knowledge and understanding of a variety of aesthetic frameworks and/or philosophies as they apply to their discipline.
>
> *Key Element 8:* Teachers of the fine arts demonstrate knowledge of instructional methods necessary to develop performance skills.

Standard Two: Instructional Planning

Teachers of the fine arts plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

> *Key Element 1:* Teachers of the fine arts demonstrate knowledge and ability to plan, deliver, and assess learning in the arts.

Key Element 2: Teachers of the fine arts use a variety of instructional materials, ideas, perspectives, and strategies to expand student understanding of the arts and the relevance of the arts to themselves in a culturally diverse and ever-changing world.

Standard Three: Instructional Delivery

Teachers of the fine arts effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of the fine arts use a variety of instructional strategies, resources, and technology to promote development of critical thinking, creative problem solving, and competency in performance skills.

Key Element 2: Teachers of the fine arts offer students opportunities to present their work in a variety of venues and formats.

Key Element 3: Teachers of the fine arts provide opportunities that engage students in a structured analysis of works created and/or performed by themselves and others.

Key Element 4: Teachers of the fine arts provide opportunities for students to conceptualize, improvise, and create.

Key Element 5: Teachers of the fine arts provide opportunities for student awareness of careers in the arts and related job skills.

Standard Four: Assessment of and for Student Learning

Teachers of the fine arts systematically gather, analyze, and use 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.

Key Element 1: Teachers of the fine arts engage students in a variety of summative, formative, and performance-based assessments.

Key Element 2: Teachers of the fine arts provide opportunities for students to demonstrate knowledge of relationships between the fine arts and other disciplines.

Standard Five: Learning Environment

Teachers of the fine arts use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of the fine arts establish and maintain a safe and disciplined environment conducive to learning and performing in the arts.

Key Element 2: Teachers of the fine arts create a safe learning environment for the exploration and discussion of diverse artistic issues.

Key Element 3: Teachers of the fine arts demonstrate, promote, and plan for safe use of materials and equipment.

Key Element 4: Teachers of the fine arts are proactive in seeking information and advocating on behalf of a safe learning and performing environment.

Key Element 5: Teachers of the fine arts demonstrate and promote copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

Key Element 6: Teachers of the fine arts use materials, methods, information, and technology in an ethical manner.

Standard Six: Professionalism

Teachers of the fine arts maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of the fine arts establish partnerships and collaborate with families, administrators, colleagues, and community resources to support programs and promote student success in the arts.

Key Element 2: Teachers of the fine arts reflect on what they teach and how they teach, continually seeking to improve their expertise through performance, research, study, and service.

Key Element 3: Teachers of the fine arts effectively use standard oral and written English in all communications.

Part 10: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Foreign Languages

Standard One: Professional Knowledge

Teachers of foreign languages demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> *Key Element 1:* Teachers of foreign languages consider students' prior knowledge and experiences to guide their instruction and to provide all students an opportunity to achieve proficiency in languages other than English.

> *Key Element 2:* Teachers of foreign languages demonstrate knowledge, skills, and linguistic structures of the target language and create learning experiences that make these aspects of the subject matter meaningful to students.

> *Key Element 3:* Teachers of foreign languages demonstrate proficiency in listening, reading, speaking, and writing in the target language and understand the concepts and content included in the *Virginia Foreign Language Standards of Learning*.

> *Key Element 4:* Teachers of foreign languages demonstrate a broad understanding of the K-12 foreign language curriculum continuum.

> *Key Element 5:* Teachers of foreign languages understand and appreciate cultural diversity and how experiences may be interpreted differently.

> *Key Element 6:* Teachers of foreign languages understand interrelationships among other academic disciplines.

> *Key Element 7:* Teachers of foreign languages integrate knowledge from other academic disciplines.

> *Key Element 8:* Teachers of foreign languages use a variety of resources and approaches to maximize all aspects of language learning.

> *Key Element 9:* Teachers of foreign languages help students apply knowledge of grammar, vocabulary, pronunciation, and mechanics for communication within the cultural context of the target language.

> *Key Element 10:* Teachers of foreign languages use technology to provide students increased access to information around the world.

Standard Two: Instructional Planning

Teachers of foreign languages plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

> ***Key Element 1:*** Teachers of foreign languages demonstrate the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

> ***Key Element 2:*** Teachers of foreign languages plan instruction to achieve objectives that reflect the *Virginia Foreign Language Standards of Learning* and division curriculum guidelines.

Standard Three: Instructional Delivery

Teachers of foreign languages effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

> ***Key Element 1:*** Teachers of foreign languages incorporate a variety of instructional strategies and techniques that address student learning styles and abilities.

> ***Key Element 2:*** Teachers of foreign languages provide opportunities for students to understand and appreciate cultures other than their own.

> ***Key Element 3:*** Teachers of foreign languages use the target language as the primary language of instruction and provide extensive opportunities for its use by students.

> ***Key Element 4:*** Teachers of foreign languages provide a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

> ***Key Element 5:*** Teachers of foreign languages select, evaluate, and adapt multiple methods and strategies to actively engage students and enhance communication skills.

> ***Key Element 6:*** Teachers of foreign languages use a variety of strategies to guide students in developing critical thinking skills.

Standard Four: Assessment of and for Student Learning

Teachers of foreign languages systematically gather, analyze, and use 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.

> ***Key Element:*** Teachers of foreign languages consistently monitor and assess student progress in a manner that reflects all aspects of language learning.

Standard Five: Learning Environment

Teachers of foreign languages use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

> ***Key Element 1:*** Teachers of foreign languages create a learning environment in which diverse cultural viewpoints are explored and respected.

> ***Key Element 2:*** Teachers of foreign languages create a rapport with students that encourages social interaction, risk-taking, and active engagement in learning.

Standard Six: Professionalism

Teachers of foreign languages maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

> ***Key Element 1:*** Teachers of foreign languages work collaboratively with colleagues and the global community to expand their knowledge, provide opportunities for their students, and promote foreign language learning.

> ***Key Element 2:*** Teachers of foreign languages stay informed of current practices in language instruction and regularly seek to improve their knowledge and methodology. They interact in an ethical and professional manner with administrators, colleagues, parents, students, and the community.

> ***Key Element 3:*** Teachers of foreign languages effectively use standard oral and written English in all communications.

Part 11: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Health Education and Physical Education

Standard One: Professional Knowledge

Teachers of health education and physical education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> *Key Element 1*: Teachers of health education and physical education use information regarding students' growth and development, prior knowledge, background, interests, and experiences to guide instruction and to provide opportunity for all students to enhance their physical, cognitive, social, and emotional skills.

> *Key Element 2:* Teachers of health education and physical education demonstrate an understanding of concepts, skills, and processes of health education, physical education, and driver education.

> *Key Element 3:* Teachers of health education and physical education convey the fact that physical activity and a health-enhancing level of fitness are important to the health and well-being of individuals.

> *Key Element 4:* Teachers of health education and physical education have knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

> *Key Element 5:* Teachers of health education and physical education use interdisciplinary learning experiences that allow students to integrate content knowledge, skills, and methods of inquiry from health education, physical education, driver education, and other subject areas.

> *Key Element 6:* Teachers of physical education apply motor learning concepts and principles to help students learn the skills necessary to perform a variety of physical activities.

> *Key Element 7:* Teachers of health education and physical education provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.

> *Key Element 8:* Teachers of health education and physical education promote a safe and healthy community by focusing on health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

> *Key Element 9:* Teachers of health education and physical education identify methods of accessing, evaluating and using health information, products, and services to enhance the health of self and others.

33

Standard Two: Instructional Planning

Teachers of health education and physical education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

> ***Key Element 1:*** Teachers of health education and physical education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess effective instruction.

> ***Key Element 2:*** Teachers of health education and physical education plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

> ***Key Element 3:*** Teachers of health education and physical education use short- and long-term planning to reach curricular goals.

Standard Three: Instructional Delivery

Teachers of health education and physical education effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

> ***Key Element 1:*** Teachers of health education and physical education plan and implement a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

> ***Key Element 2:*** Teachers of health education and physical education design and implement learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate students' knowledge, anticipate pre-conceptions, encourage exploration and problem solving, and build on skills and experiences).

> ***Key Element 3:*** Teachers of health education and physical education use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

Standard Four: Assessment of and for Student Learning

Teachers of health education and physical education systematically gather, analyze, and use 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.

> ***Key Element 1:*** Teachers of health education and physical education use and interpret student data to guide instruction.

> ***Key Element 2:*** Teachers of health education and physical education maintain records of student performance and communicate progress based on appropriate indicators.

> ***Key Element 3:*** Teachers of health education and physical education use ongoing assessment to identify student needs.

Standard Five: Learning Environment

Teachers of health education and physical education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

> ***Key Element 1:*** Teachers of health education and physical education use different approaches to learning and create appropriate instruction for diverse learners (IEP, medical notes, etc.).

> ***Key Element 2:*** Teachers of health education and physical education use principles of effective management and a variety of strategies to promote equitable and meaningful learning.

> ***Key Element 3:*** Teachers of health education and physical education organize, allocate, and manage resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

> ***Key Element 4:*** Teachers of health education and physical education use managerial and instructional practices to create effective learning experiences and environments.

> ***Key Element 5:*** Teachers of health education and physical education use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.

> ***Key Element 6:*** Teachers of health education and physical education provide opportunities for student input that increase the student's commitment to learning.

Standard Six: Professionalism

Teachers of health education and physical education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

> ***Key Element 1:*** Teachers of health education and physical education foster relationships and effective communication with students, colleagues, families, and community members to expand their knowledge, provide opportunities for their students, and promote safe and healthy communities.
>
> ***Key Element 2:*** Teachers of health education and physical education use a variety of methods to communicate with colleagues, families, and community (e.g., electronic communications, bulletin boards, music, task cards, posters, video, faculty meetings, open houses, newsletters, and conferences).
>
> ***Key Element 3:*** Teachers of health education and physical education respect student privacy and the confidentiality of information.
>
> ***Key Element 4:*** Teachers of health education and physical education demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.
>
> ***Key Element 5:*** Teachers of health education and physical education establish positive relationships with family members to support student growth and well-being.
>
> ***Key Element 6:*** Teachers of health education and physical education participate in collegial activities to make the school community a productive and healthy learning environment.
>
> ***Key Element 7:*** Teachers of health education and physical education regularly seek to improve their knowledge and practice, and to stay informed of current research-based practices and new technologies. They interact in an ethical and professional manner with administrators, parents, students, and the community.
>
> ***Key Element 8:*** Teachers of health education and physical education effectively use standard oral and written English in all communications.

Part 12: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Special Education

Standard One: Professional Knowledge

Teachers of special education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of special education understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 2: Teachers of special education review data, assessments, and diagnostic information to develop and modify appropriate Individualized Education Programs (IEPs) for students.

Key Element 3: Teachers of special education encourage social and emotional growth by acknowledging the effect of peers and peer groups on the students' social and emotional development and their diverse needs (e.g., low ego strength, social perception, how it affects the individual student).

Key Element 4: Teachers of special education communicate the knowledge they obtain about a student with a disability to other appropriate staff members, community, and families within the guidelines of confidentiality.

Key Element 5: Teachers of special education identify and assess the assistive technology needs of each student and develop and modify appropriate Individualized Education Programs for the student.

Key Element 6: Teachers of special education understand typical and atypical human growth and development.

Key Element 7: Teachers of special education understand the educational implication of characteristics of various exceptionalities and support students in the development of self-determination skills by teaching them to understand their disability and the modifications or accommodations they may need to be successful in the various settings.

Key Element 8: Teachers of special education know the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

Key Element 9: Teachers of special education are knowledgeable regarding family systems and the role of families in supporting development.

Key Element 10: Teachers of special education understand the similarities and differences among individuals with exceptional learning needs.

Key Element 11: Teachers of special education are knowledgeable regarding the effects of various medications on individuals with exceptional learning needs.

Key Element 12: Teachers of special education are knowledgeable regarding laws, regulations and policies governing special education.

Key Element 13: Teachers of special education are knowledgeable regarding the general or aligned curriculum framework, Virginia Standards of Learning, and assessment at all levels.

Key Element 14: Teachers of special education understand interrelationships across disciplines.

Key Element 15: Teachers of special education are knowledgeable regarding research-based, promising practices in learning strategies, basic literacy, numeracy, content enhancements, social/behavioral skills, transition, advocacy, curriculum-based assessment, and response to intervention.

Key Element 16: Teachers of special education are knowledgeable regarding access and integration of related services.

Key Element 17: Teachers of special education are knowledgeable regarding historical points of view and contribution of culturally diverse groups and the potential impact of differences in values, languages, and customs that can exist between home and school.

Standard Two: Instructional Planning

Teachers of special education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of special education take into consideration cultural, linguistic, and gender differences when designing coherent instruction and materials based upon knowledge of instructional purpose, the Individualized Education Program, and developmental needs.

Key Element 2: Teachers of special education collaborate with colleagues, the individual, and the family in setting instructional and transitional goals and in monitoring progress.

Standard Three: Instructional Delivery

Teachers of special education effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

> ***Key Element 1:*** Teachers of special education differentiate, modify, and adapt instruction to accommodate the learning needs of all students in various educational settings.

> ***Key Element 2:*** Teachers of special education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

> ***Key Element 3:*** Teachers of special education use a variety of materials, technology, and assistive technology and resources that promote the development of independent thinking, self-determination, problem solving, and performance skills to relate classroom-based instruction to real world experiences.

> ***Key Element 4:*** Teachers of special education use instructional time effectively.

> ***Key Element 5:*** Teachers of special education communicate the effects of cultural and linguistic differences on student growth and development.

> ***Key Element 6:*** Teachers of special education are knowledgeable regarding behavior and communication among cultures that can lead to misinterpretation and misunderstanding.

> ***Key Element 7:*** Teachers of special education use strategies to support and enhance communication skills of individuals with exceptional learning needs.

> ***Key Element 8:*** Teachers of special education use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language and for students who are nonverbal.

Standard Four: Assessment of and for Student Learning

Teachers of special education systematically gather, analyze, and use 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.

> ***Key Element 1:*** Teachers of special education communicate specific performance expectations and use a variety of assessment strategies to plan instruction and to monitor and document student progress toward successful achievement of the Virginia Standards of Learning.

Key Element 2: Teachers of special education use functional assessments to plan instruction and to monitor and document student progress toward successful achievement of their goals.

Key Element 3: Teachers of special education are knowledgeable in the use of data as a reflective and instructional decision-making tool when evaluating instruction and monitoring progress of individuals with exceptional learning needs.

Key Element 4: Teachers of special education are knowledgeable regarding legal provisions and ethical principles of assessment of individuals.

Key Element 5: Teachers of special education are knowledgeable regarding the terminology, use, and limitations of assessment instruments, including cultural bias, and effectively communicate the results to all stakeholders.

Key Element 6: Teachers of special education develop or modify individualized assessment strategies.

Key Element 7: Teachers of special education use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally or linguistically diverse backgrounds.

Key Element 8: Teachers of special education collaborate with families and others in assessment of individuals with exceptional learning needs.

Standard Five: Learning Environment

Teachers of special education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of special education create a learning environment with clear expectations in which students learn self-discipline and self-determination.

Key Element 2: Teachers of special education use positive behavioral support strategies that encourage students with diverse abilities, interests, and backgrounds to participate actively and safely in learning the general curriculum.

Key Element 3: Teachers of special education establish and maintain rapport with students based on mutual respect, understanding of individual student differences, and open communication.

Key Element 4: Teachers of special education organize, design, and sustain a psychologically and socially safe, supportive environment conducive to learning challenging academic content.

Key Element 5: Teachers of special education demonstrate effective management of teaching and learning.

Key Element 6: Teachers of special education are knowledgeable regarding the creation of learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

Key Element 7: Teachers of special education identify realistic expectations for personal and social behavior in various settings.

Key Element 8: Teachers of special education identify supports needed for integration into various program placements for students.

Key Element 9: Teachers of special education use the appropriate behavior management strategies consistent with the needs of the individual with exceptional learning needs.

Standard Six: Professionalism

Teachers of special education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of special education encourage effective collaboration and communication with team members to plan transition at all levels that encourages participation with communities, schools, administrators, general educators, parents, and other service providers.

Key Element 2: Teachers of special education maintain confidential communication about individuals with exceptional learning needs.

Key Element 3: Teachers of special education communicate effectively and in a timely manner with families of individuals with exceptional learning needs from diverse backgrounds when discussing instructional and functional goals and student progress.

Key Element 4: Teachers of special education collaborate with team members to plan transition at all levels that encourages full school and community participation.

Key Element 5: Teachers of special education are knowledgeable regarding concerns of families of individuals with exceptional learning needs and promote strategies to help address these concerns.

Key Element 6: Teachers of special education foster respectful and beneficial relationships between families and professionals and assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Key Element 7: Teachers of special education reflect on what they teach, how they teach, and whom they teach. They keep abreast of current research-based practices in special education and continually seek to improve and enhance their knowledge and practice.

Key Element 8: Teachers of special education model professional and ethical standards as well as personal integrity in all interactions.

Key Element 9: Teachers of special education continually reflect on, evaluate, and seek to improve their practice.

Key Element 10: Teachers of special education take responsibility for and participate in meaningful and continuous professional development.

Key Element 11: Teachers of special education act ethically in advocating for appropriate services.

Key Element 12: Teachers of special education conduct professional activities in compliance with applicable laws and policies.

Key Element 13: Teachers of special education demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Key Element 14: Teachers of special education demonstrate sensitivity for individual differences.

Key Element 15: Teachers of special education obtain assistance as needed.

Key Element 16: Teachers of special education use verbal, nonverbal, and written language effectively.

Key Element 17: Teachers of special education engage in professional activities that benefit individuals with exceptional learning needs and their families, as well as educational colleagues.

Key Element 18: Teachers of special education effectively use standard oral and written English in all communications.

Part 13: The Virginia Standards for the Professional Practice of Teachers: Supplemental Document A - Inquiry Format

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> ***Key Element 1:*** *Teachers understand how students learn and develop and provide learning opportunities that support their intellectual, social, and personal development.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. As I establish appropriate learning goals for my students, how can I consistently convey my belief in their ability to be successful learners?

B. How does my knowledge of the physical, social, emotional, and cognitive development of my students influence my plans for instruction?

C. What efforts have I made to accommodate my students' differences in development and their diverse abilities and talents?

D. How do I acknowledge the language, values, and cultural traditions of my students' families and communities in ways that build understanding and respect for others?

E. What evidence do I see that my students are actively engaged in learning and are making progress in taking responsibility for their own learning?

F. What do I do to help my students reflect the attitudes and behaviors of good citizenship at school and in the community?

> ***Key Element 2:*** *Teachers understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to all students.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How am I using national, state, and local standards within my content area(s)?

B. What new resources and techniques in my content area(s) am I using?

C. How do I stay abreast of current research, diverse perspectives, and new strategies within my discipline(s)?

D. How do I create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning?

Key Element 3: *Teachers address appropriate curriculum standards and establish instructional goals that demonstrate a deep knowledge of their students and subject matter content.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do my instructional plans align with the Virginia Standards of Learning and my division's curriculum scope and sequence?

B. What are relevant characteristics of my class that I need to consider when establishing my instructional goals?

C. How have I addressed the needs of individual students in my class in establishing my long- and short-term instructional goals?

D. What unique aspects of my discipline should I consider when determining the most effective ways of addressing curriculum standards?

Standard Two: Instructional Planning

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

Key Element 1: *Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. Have I aligned my instruction with the curriculum scope and sequence?

B. How have I encouraged my students to develop skills and understand concepts in addition to mastering facts?

C. When selecting resources and literature, how do I decide if they are relevant, appropriate, and sufficiently current to meet the needs of all of my students?

D. What connects this lesson to my students' prior learning?

E. How do my lessons reflect the goals and needs of the school and community?

F. How do I link my students' learning to their community beyond the school?

G. How do I make my lessons relevant to my students' lives and experiences?

Key Element 2: _Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth._

As teachers reflect on this key element, they may ask themselves the following questions:

A. How have I sought the insight of parents in identifying their child's strengths and needs that will help me plan instruction that is responsive to these strengths and needs?

B. What resources within my school and community have I tapped to support student learning?

C. What additional expertise might I seek to plan instruction that meets the needs of all of my students?

Key Element 3: _Teachers plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines._

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I ensure that my instruction aligns with division guidelines and the _Virginia_ Standards of Learning?

B. How do the learning activities that I select or design connect to my stated instructional goals and objectives?

Key Element 4: _Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances._

As teachers reflect on this key element, they may ask themselves the following questions:

A. What student learning data have I used to inform my short- and long-term instructional goals?

B. How do I adjust my instruction based on my current assessment of students' mastery and understanding?

C. What do I know about my students' strengths and needs that will help me choose appropriate instructional goals and strategies?

D. How do I use data about the achievement of my students to make instructional decisions?

Key Element 5: *Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How have the developmental level and needs of my students influenced my plans for instruction?

B. What criteria do I use to select appropriate and challenging materials and media that are closely aligned with my instructional goals?

C. How do I ensure that my lessons are clear, logical, and sequential?

Key Element 6: *Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, relevant to learners, and based on principles of effective instruction.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How often do I meet with my content area/grade level colleagues to discuss my instructional plans?

B. How might I collaborate with colleagues within and across content areas/grade levels to ensure my instructional plans are appropriate for the curriculum goals of my subject and grade level and the school and division?

C. How am I sharing my instructional plans with others?

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

> ***Key Element 1:*** *Teachers differentiate instruction to accommodate the learning needs of all students.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What sort of teaching strategies do I use to accommodate the diverse learning needs of my students?

B. What opportunities have I provided for students to explore concepts in varying degrees of depth, breadth, and complexity?

C. How do I build on my students' strengths while developing all areas of competence?

D. What adaptations have I made to provide individuals with additional support while addressing the pacing of instruction for my students as a whole?

E. How have I collaborated with resource teachers to provide materials, resources, and activities to match the abilities of my students with special learning needs?

Key Element 2: *Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What kind of opportunities do I provide for students to interact with ideas, materials, teachers, and one another?

B. How do I vary my role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to content and purposes of instruction and the needs of students?

C. How do I effectively structure questions to solicit comments, questions, examples, and feedback from students throughout my lessons?

D. What kind of activities do I use to provide guided and independent practice?

E. What do I do to encourage my students to ask questions and actively participate in class?

F. What do I do to encourage students to reflect on and assume responsibility for learning?

G. How do the materials and activities I select promote independent thinking and develop problem-solving skills among my students?

H. How do I foster academic curiosity and critical thinking in my students?

I. How do I use new and emerging technologies to support and promote student learning?

J. What do I do to foster student expression in speaking, writing, and other media?

Key Element 3: *Teachers communicate clearly and regularly check for understanding.*

As teachers reflect on this key element, they may ask themselves the following questions:

    A. How does my use of standard English, including correct vocabulary and grammar, positively impact my students' learning?

    B. How can I determine that I am communicating clear and concise learning goals, explanations, and directions to my students?

    C. What techniques do I use to model effective communication as I convey ideas and information?

    D. What do I do to monitor student understanding on an ongoing basis?

Key Element 4: *Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).*

As teachers reflect on this key element, they may ask themselves the following questions:

    A. What school and community resources are available to help support student learning?

    B. Which of my students need additional support to be successful and where might I seek this support?

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use 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.

Key Element 1: *Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.*

As teachers reflect on this key element, they may ask themselves the following questions:

    A. How do my instructional goals reflect individual student and school data available to me?

    B. How do I design, adapt, or select appropriate assessments to address specific learning goals and individual differences?

C. What additional data do I need to effectively differentiate instruction in my classroom and how might I get these data?

D. What does the data tell me about the effectiveness of my instruction?

Key Element 2: *Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I ensure that my expectations for learning are communicated clearly to students and parents?

B. How do I ensure that my students, parents, and colleagues understand how I assess and report student progress?

C. What strategies do I use to prepare my students for the Virginia Standards of Learning tests and other standardized testing?

D. How do I determine if I am using a variety of assessments that align with the concepts and skills I have taught?

E. What criteria do I use to determine how I will assess my students' work?

Key Element 3: *Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What value does my feedback have in helping students improve and progress?

B. How do I model processes that guide students in assessing their own learning as well as the performance of others?

C. How quickly and frequently am I providing feedback to my students?

Key Element 4: *Teachers set measureable and appropriate learning goals for students based on baseline data and accept responsibility for students achieving those goals.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I use the results of student assessments to evaluate and adjust my teaching?

B. How well am I preparing my students for the demands of various assessment formats?

C. What modifications of assessment formats and testing conditions do I make for English language learners, students with disabilities, and students who are above grade level?

D. How do I know if I am an effective teacher?

Standard Five: Learning Environment

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

Key Element 1: *Teachers create a safe and positive learning environment.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How have I engaged students in developing and monitoring shared expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for the learning environment in our classroom?

B. How do I ensure that my expectations for student behavior are communicated clearly to students, parents, and the community?

C. How do I ensure fairness and consistency in implementing disciplinary procedures?

D. What do I do to promote self-discipline and conflict resolution skills among my students?

E. How do I recognize and celebrate the achievements of my students?

Key Element 2: *Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How does my organization of my classroom support learning and safety and minimize disruptions?

B. How do classroom rules and procedures maximize efficient use of my students' and my own time and effort?

C. How can I determine that I have engaged students' attention? What strategies do I use to recapture or refocus students' attention?

Key Element 3: *Teachers develop and maintain rapport with students.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What steps do I take to ensure that my interactions with students are respectful?

B. How do I convey my personal enthusiasm for learning?

C. How do I model caring, fairness, a sense of humor, courtesy, respect, and active listening for my students?

D. How do I demonstrate concern for students' emotional and physical well-being?

E. How do I incorporate information about students' interests and opinions in my interactions with students?

Key Element 4: *Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I encourage students to respect themselves and others?

B. How do I clearly communicate my expectations for appropriate interactions among students?

C. What do I do to encourage students to take pride in their work?

D. How do I enhance my students' feelings of self-worth?

E. How do I know that my treatment of students is fair and equitable?

F. How do I promote multicultural awareness, gender sensitivity, and the appreciation for diversity among my students?

Key Element 5: *Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I work with my colleagues to ensure that the policies and practices in our classrooms contribute to a consistent and positive school culture that is conducive to learning?

B. How are we demonstrating to students that the adults in the building share a common vision and goals for their behavior and their learning?

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: *Teachers work in partnership with families to promote student learning at home and in the school.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What forms of communication do I use to initiate and maintain effective communication with parents or guardians?

B. What do I do to encourage parents to participate in their child's learning in and out of the classroom?

C. How do I share major instructional goals and report student progress and problems in a timely manner?

D. What strategies have I offered parents to enable them to assist in their children's education?

Key Element 2: *Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.*

As teachers reflect on this key element, they may ask themselves the following questions:

    A. How do I encourage and support parental and community involvement in school activities?

    B. How has my collaboration with administrators and colleagues led to better coordination and integration of learning goals and standards across classrooms and grade levels?

    C. What do I do to support community partnerships that enhance learning?

    D. How can I foster understanding and cooperation between school and community?

    E. How do I work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum?

Key Element 3: *Teachers model professional and ethical standards as well as personal integrity in all interactions.*

As teachers reflect on this key element, they may ask themselves the following questions:

    A. How do I relate to administrators, colleagues, parents, and others in a manner that is clearly ethical and professional?

    B. How do I attempt to resolve concerns and problems in a principled and constructive manner?

    C. How do I represent the school/program in a responsible and productive manner within the community?

    D. How will my personal appearance and demeanor reflect on me and my profession?

    E. How do I work with others in the best interest of students, schools, and community?

Key Element 4: *Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What information about my students and their families do I need to keep confidential to ensure their privacy?

B. How do I build an atmosphere of trust, mutual respect, and openness with colleagues?

C. How do I model discretion in all interactions with students, parents, colleagues, and administrators?

Key Element 5: *Teachers continually reflect on, evaluate, and seek to improve their practice.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What self-assessment and problem-solving strategies do I use to reflect on my practice?

B. How do I learn about new research on teaching and resources that are available for my professional learning?

C. What am I doing to develop and refine my teaching practices to meet the needs of my students?

D. How do I demonstrate that I am a self-directed learner who values critical thinking?

E. How do I incorporate reflection, self-assessment, and learning as part of my ongoing process of professional growth?

F. How can classroom observation, student information, and research help me assess and revise my practice?

G. How often do I engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas?

Key Element 6: *Teachers take responsibility for and participate in a meaningful and continuous process of professional development.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How will my participation in professional development activities benefit student learning?

B. How can I identify my strengths and weaknesses in order to set appropriate goals for my professional growth?

C. How do I learn about new developments and techniques, including technology, in my content area(s)?

Key Element 7: *Teachers demonstrate consistent mastery of standard oral and written English in all communication.*

As teachers reflect on this key element, they may ask themselves the following question:

Do I effectively use standard oral and written English in all communications?

Part 14: The Virginia Standards for the Professional Practice of Teachers: Supplemental Document B - Exemplar Format

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

> ***Key Element 1:*** *Teachers understand how students learn and develop and provide learning opportunities that support their intellectual, social, and personal development.*
>
> ### Exemplars:
>
> Teachers
>
> A. believe all children can be successful learners and are persistent in helping them reach appropriate learning goals.
>
> B. incorporate knowledge and understanding of students' physical, social, emotional, and cognitive development when making instructional decisions.
>
> C. respect individual differences in development and encourage students' diverse abilities and talents.
>
> D. understand how family and community values, language, and culture influence learning and create a learning environment in which individual differences are respected and encouraged.
>
> E. promote active involvement as students demonstrate, communicate, evaluate, and accept increasing responsibility for their own learning.
>
> F. encourage students to develop the attitudes and behaviors of responsible citizenship at school and in the community.

Key Element 2: *Teachers understands the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.*

Exemplars:

Teachers

    A. understand and use national, state, and local standards within content area(s).

    B. use current, appropriate technology to access and deliver information within content area(s).

    C. keep abreast of current research, diverse perspectives, and new strategies within their discipline(s).

    D. create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning.

    E. demonstrate accurate knowledge and skills relevant to the subject matter taught.

Key Element 3: *Teachers address appropriate curriculum standards and established instructional goals that demonstrate a deep knowledge of their students and subject matter content.*

Exemplars:

Teachers

    A. integrate key content elements when addressing appropriate curriculum standards.

    B. use multiple representations and explanations of concepts that capture key ideas in the curriculum standards of the discipline.

    C. base instruction on goals that reflect high expectations of their students and a thorough understanding of subject matter content and the Virginia Standards of Learning.

Standard Two: Instructional Planning

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

> ### *Key Element 1: Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*
>
> #### *Exemplars:*
>
> Teachers
>
> A. align instruction with curriculum scope and sequence.
>
> B. select instructional goals that reflect high expectations and encourage mastery of facts, development of skills, and understanding of underlying concepts.
>
> C. select and use appropriate literature, current and relevant resources, and materials that match the learning styles of individual students.
>
> D. connect instruction to prior student learning.
>
> E. reflect the goals and needs of the school and community in planning.
>
> F. link student learning to the community.
>
> G. make topics relevant to students' lives and experiences.
>
> H. adjust instruction based on current assessment of students' mastery and understanding.

> ### *Key Element 2: Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.*
>
> #### *Exemplars:*
>
> Teachers
>
> A. seek the insight of parents in identifying their child's strengths and needs in order to plan instruction that is responsive to these strengths and needs.
>
> B. use resources within their school and community to support student learning.
>
> C. seek expertise to plan instruction that meets the needs of all of their students.

Key Element 3: *Teachers plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.*

Exemplars:

Teachers

    A. align instruction with division guidelines and the Virginia Standards of Learning.

    B. select or design learning activities that are clearly connected to instructional goals and objectives.

    C. plan lessons that are clear, logical, and sequential.

Key Element 4: *Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.*

Exemplars:

Teachers

    A. use data about the performance of individual students from ongoing assessments to make instructional decisions.

    B. use knowledge of students to plan the allocation of time realistically for pacing, content mastery, and transitions.

    C. choose appropriate instructional goals and strategies based on students' strengths and needs.

    D. adjust instructional plans based on student responses and other contingencies.

Key Element 5: *Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.*

Exemplars:

Teachers

    A. select appropriate and challenging materials and media that are closely aligned with instructional goals.

B. know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets the needs of diverse learners.

C. sequence learning experiences based on students' prior knowledge, link new concepts to familiar concepts, and make connections to students' experiences.

Key Element 6: Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, are relevant to learners, and based on principles of effective instruction.

Exemplars:

Teachers

A. meet regularly with content area/grade level colleagues to discuss instructional plan.

B. collaborate with colleagues within and across content areas/grade levels to ensure instructional plans are appropriate for the curriculum goals of their subject and grade level and the school and division.

C. share their instructional plans with others.

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers differentiate instruction to accommodate the learning needs of all students.

Exemplars:

Teachers

A. plan instruction based on the developmental level and needs of all students.

B. use a variety of teaching strategies to meet the diverse learning needs of students.

C. provide students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.

D. build on students' strengths while developing all areas of competence.

E. pace instruction to accommodate learning needs of the group while addressing individual needs with additional support.

F. collaborate with resource teachers to provide materials, resources, and activities to match the abilities of students with special learning needs.

Key Element 2: *Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.*

Exemplars:

Teachers

A. provide opportunities for students to interact with ideas, materials, teachers, and one another.

B. encourage students to reflect on and assume responsibility for learning.

C. incorporate activities that promote independent thinking and develop problem-solving skills among students.

D. foster academic curiosity and critical thinking in students.

E. vary learning experiences by utilizing media and technology resources.

F. use questions effectively to solicit comments, questions, examples, and feedback from students throughout lessons.

G. provide guided and independent practice.

H. respond positively to student questions and active participation.

Key Element 3: *Teachers communicate clearly and regularly check for understanding.*

Exemplars:

Teachers

A. use standard language, including correct vocabulary and grammar, and acceptable forms of oral and written expression.

B. provide clear and concise learning goals, explanations, and directions.

C. model effective communication when conveying ideas and information.

D. foster student expression in speaking, writing, and other media.

E. monitor student understanding on an ongoing basis.

Key Element 4: *Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).*

Exemplars:

Teachers

A. access, as needed, school and community resources to help support student learning.

B. identify students who need additional support to be successful and seek that support within the school and community in a timely manner.

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use 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.

Key Element 1: *Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.*

Exemplars:

Teachers

   A. use individual student and school data to develop instructional goals.

   B. design, adapt, or select appropriate assessments to address specific learning goals and individual differences.

   C. use pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

   D. work with colleagues to analyze multiple sources of data to address the learning needs of individual students and the school.

   E. use student achievement data to assess the effectiveness of instruction.

Key Element 2: *Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.*

Exemplars:

Teachers

   A. communicate clear expectations for learning to students and parents.

   B. monitor student understanding on an ongoing basis and adjust teaching when necessary.

   C. use a variety of assessments that align with concepts and skills taught.

   D. provide prompt and meaningful feedback to students.

   E. assess and report student progress in a manner that is understandable to students, parents, and colleagues.

   F. incorporate strategies to prepare students for the Virginia Standards of Learning and other standardized testing.

Key Element 3: *Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.*

Exemplars:

Teachers

A. model processes that guide students in assessing their own learning as well as the performance of others.

B. give constructive and frequent feedback to students on their learning.

C. use assessment tools for both formative and summative purposes and explain the purpose and process of each.

Key Element 4: *Teachers set measurable and appropriate learning goals for students based on baseline data and accept responsibility for students achieving those goals.*

Exemplars:

Teachers

A. take responsibility for aligning learning goals with instruction and assessment.

B. use the results of student assessments to evaluate and adjust teaching.

C. make modifications of assessment formats and testing conditions for English language learners, students with disabilities, and students who are above grade level.

D. accept responsibility for students' growth.

Standard Five: Learning Environment

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

Key Element 1: *Teachers create a safe and positive learning environment.*

Exemplars:

Teachers

A. communicate clear expectations about behavior to students, parents, and community.

B. engage students in developing and monitoring shared expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for the learning environment in the classroom.

C. implement disciplinary procedures with fairness and consistency.

D. encourage students to develop self-discipline and conflict resolution skills.

E. engage students' attention and recapture or refocus as necessary.

F. recognize and celebrate the achievements of students.

Key Element 2: *Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.*

Exemplars:

Teachers

A. organize the physical setting to minimize disruptions and promote learning and safety.

B. establish classroom rules and procedures that maximize efficient use of student and teacher time and effort.

Key Element 3: *Teachers develop and maintain rapport with students.*

Exemplars:

Teachers

A. treat students with respect.

B. communicate personal enthusiasm for learning.

C. model caring, fairness, a sense of humor, courtesy, respect, and active listening.

D. demonstrate concern for students' emotional and physical well-being.

E. incorporate information about students' interests and opinions.

Key Element 4: *Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.*

Exemplars:

Teachers

    A. encourage students to respect themselves and others.

    B. communicate clear expectations for appropriate interactions among students.

    C. encourage students to take pride in their work.

    D. enhance students' feelings of self-worth.

    E. treat students fairly and equitably.

    F. promote multicultural awareness, gender sensitivity, and appreciation for diversity.

Key Element 5: *Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.*

Exemplars:

Teachers

    A. work with colleagues to develop consistent policies and practices in their classrooms that contribute to a positive school culture that is conducive to learning.

    B. articulate a common vision and goals for student behavior and learning.

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

    Key Element 1: *Teachers work in partnership with families to promote student learning at home and in the school.*

Exemplars:

Teachers

 A. initiate and maintain effective communications with parents or guardians using a variety of communication tools.

 B. encourage parent participation in learning in and out of the classroom.

 C. share major instructional goals and report student progress and problems in a timely manner.

 D. offer strategies for parents to assist in their children's education.

Key Element 2: *Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.*

 Exemplars:

Teachers

 A. encourage and support parental and community involvement in school activities.

 B. collaborate with administrators and colleagues to coordinate and integrate learning goals and standards across classrooms and grade levels.

 C. support community partnerships that enhance learning.

 D. foster understanding and cooperation between school and community.

 E. work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum.

Key Element 3: *Teachers model professional and ethical standards as well as personal integrity in all interactions.*

 Exemplars:

Teachers

 A. relate to administrators, colleagues, parents, and others in an ethical and professional manner.

B. address concerns and problems in a principled and constructive manner.

C. represent the school/program in a responsible and productive manner.

D. maintain a professional demeanor and appearance.

E. work in the best interest of students, school, and community.

Key Element 4: *Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.*

Exemplars:

Teachers

A. respect the privacy of families and treat information with the appropriate level of confidentiality.

B. shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

C. build an atmosphere of trust, mutual respect, and openness with colleagues.

D. handle information with integrity and honesty.

Key Element 5: *Teachers continually reflect on, evaluate, and seek to improve their practice.*

Exemplars:

Teachers

A. use a variety of self-assessment and problem-solving strategies for reflecting on their practices.

B. remain current on major areas of research on teaching and on resources available for professional learning.

C. pursue, develop, and continually refine practices that address the individual needs of students.

D. value critical thinking and self-directed learning.

E. commit to reflection, self-assessment, and learning as an ongoing process.

F. use classroom observation, student information, and research as sources for assessing and revising practice.

G. engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas.

Key Element 6: *Teachers take responsibility for and participate in a meaningful and continuous process of professional development.*

Exemplars:

Teachers

A. participate in professional growth activities to enhance student learning.

B. identify strengths and weaknesses in professional skills and practice and set goals for improvement.

C. remain current regarding new developments and techniques, including technology, in their endorsed content area.

The Research Base for the Uniform Performance Standards for Teachers

(Reference document to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers-Revised 2011)

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TABLE OF CONTENTS

INTRODUCTION

The purpose of this document is to provide the research base for the performance standards set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. 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*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….
>
> Section 22.1-295 (Employment of teachers) states, in part, the following:
>
> …C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

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

Purposes

The primary purposes of the teacher performance standards in the *Guidelines for Uniform Performance Standards and Performance Criteria for Teachers* are to:

- optimize student learning and growth;

- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;

- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of Virginia schools;

- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth;

- implement a performance evaluation system that promotes collaboration between the teacher and the evaluator; and

- promote self-growth, instructional effectiveness, and improvement of overall job performance.

The performance standards for teachers include the following distinguishing characteristics:

- 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; and

- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process.

Defining Teacher Performance Standards

Clearly defined professional responsibilities constitute the foundation of the uniform performance standards for teachers. 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 term *site administrator* will be used for principals and supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

The expectations for professional performance are defined using a two-tiered approach.

Performance Standards >

Performance Indicators >
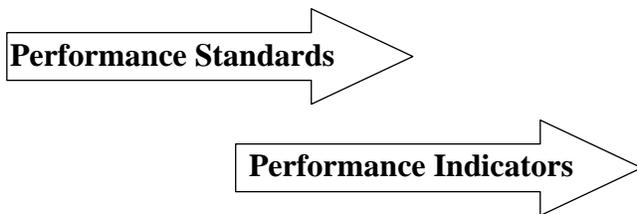
Performance Standards

Performance standards refer to the major duties performed by the teacher. For all teachers, there are seven performance standards.

Performance Standard 1: Professional Knowledge

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

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data 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

Performance indicators included in this document were developed to provide examples of observable, tangible behaviors (see Part 2). That is, the performance indicators are *examples* of the types of performance that will occur if a teaching standard is being met successfully. The list of performance indicators is not exhaustive. ***Further, all teachers are not expected to demonstrate each performance indicator.***

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the *Instructional Delivery* standard are listed in Figure 1 below.

Figure 1: Sample of Performance Standard and Indicators

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 lessons.
3.5 Uses a variety of effective instructional strategies and resources.
3.6 Uses instructional technology to enhance student learning.
3.7 Communicates clearly and checks for understanding.

The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned previously, all performance indicators may not be applicable to a particular work assignment. ***Performance ratings are NOT made at the performance indicator level, but at the performance standard level.***

PART 1: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address each standard.

Teachers are evaluated on the performance standards using the following performance appraisal 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 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.

Performance Appraisal Rubric

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

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

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.

Performance Appraisal Rubric

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

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

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.

Performance Appraisal Rubric

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

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

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.

Performance Appraisal Rubric

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

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

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.

Performance Appraisal Rubric

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

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

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.

Performance Appraisal Rubric

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

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

Note: **Performance Standard 7-Student Academic Progress**: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7 -- would be positive. The Virginia teacher evaluation system includes the documentation of student academic 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.

Performance Appraisal Rubric

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

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

PART 2: RESEARCH BASE FOR PERFORMANCE STANDARDS

Performance Standards and Professional Organizations

The revised *Uniform Performance Standards for Teachers* are aligned with professional organization standards for teacher performance and evaluation. Although there is a high degree of alignment of the uniform performance standards for teachers with the Interstate Teacher Assessment and Support Consortium (INTASC)[1] and the National Board for Professional Teaching Standards (NBPTS) standards, INTASC and NBPTS do not include measures of student academic progress in their standards/core propositions.

Research Base for 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.

Classroom teaching is a complex activity that is cognitively demanding. Essential teacher knowledge includes content knowledge, pedagogical knowledge, curricular knowledge, knowledge of learners, and knowledge of culture and educational purposes at large.

Content knowledge, the disciplinary understanding of the subject taught, exerts a significant influence on a teacher's classroom behavior. Various studies suggest that teachers with stronger content knowledge are more likely to use practices that can help students construct and internalize knowledge, such as:

- Asking higher-level questions;

- Encouraging students to explore alternative explanations;

- Involving students in more inquiry-based learning;

- Allowing more student-directed activities; and

- Engaging students in the lessons. [2]

Effective teaching resides not simply in the knowledge a teacher has accrued, but also in how this knowledge is translated into student learning in classrooms.[3] For instance, teachers highly proficient in mathematics or writing will help others learn mathematics or writing only if they are able to use their own knowledge to enact learning activities that are appropriate to students. Therefore, a teacher's subject matter knowledge and pedagogical knowledge are complementary and interdependent. These two knowledge categories were synthesized by what Shulman called "pedagogical content knowledge," which he defined as "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction."[4]

Studies that examined the effects of teachers' subject matter knowledge and/or pedagogical knowledge on students' academic achievement often used simple survey questions, teachers' college course-taking, and majors to measure teacher knowledge. Figure 2 provides a brief summary of selected key studies that examine the association between teacher knowledge and student learning.

Figure 2. Key references for effects of teacher subject matter knowledge and pedagogical knowledge

Study	Knowledge Base Examined	Measured By	Grade Level	Subjects	Findings
Hill, Rowan, & Ball[5]	Content knowledge	Survey	Elementary	Mathematics	Teachers' mathematical knowledge significantly contributes to student mathematics learning, after controlling for other key student- and teacher-related characteristics.
Rowan, Chiang & Miller[6]	Content knowledge	Survey and college major	High school	Mathematics	Students whose teachers answered the mathematics quiz item correctly achieved more in mathematics than did those whose teachers answered the question wrong. Students whose teachers majored in mathematics at the undergraduate and/or graduate level achieved more than those whose teachers did not, although the effect was quite small, SD=.015.
Goldhaber & Brewer[7]	Content knowledge	College major	High school	Mathematics	Students learn more from teachers with majors in mathematics than students whose teachers had majors in nonmathematics subjects.
Monk[8]	Content knowledge and pedagogical knowledge	College coursework	High school	Mathematics and science	The amount of college-level mathematics or science courses taken by teachers had a positive effect on student learning gains. The effects of pedagogical coursework are more stable over time than the effects of subject matter preparation.

A research synthesis by Rice concluded that coursework in both pedagogy and content area has a positive impact on student achievement in middle and high school education, primarily for mathematics.[9] Pedagogical coursework seems to contribute to teacher effectiveness at both elementary and secondary levels, but the importance of content coursework appears to be more

salient at the secondary level. More fine-grained instruments need to be developed to measure teacher job-related knowledge and its effects on student achievement.[10]

The professional knowledge of effective teachers reaches beyond merely the knowledge of subject matter (content knowledge) and instructional strategies (pedagogical knowledge); indeed, professional knowledge also encompasses an understanding of students and environmental contexts.[11] Effective teachers often use their knowledge of their students -- for instance, knowledge of students' learning ability, prior achievement, cultural background, and personal interests -- to decide what and how to teach. Based on this expansive knowledge, teachers can anticipate the conceptions, misconceptions, and possible difficulties their students are likely to encounter while learning particular content.

Research Base for 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.

The Process of Planning

What Should Be Taught? Effective student learning requires a progressive and coherent set of learning objectives. State/national standards and school district/division curricula can point out the generic domains of subject content to be covered. However, it is the teacher's responsibility in virtually every classroom to delineate the intended outcomes of each lesson and to describe the skills that students should be able to perform after participating in the learning activities.

In deciding what should be taught, expert teachers often utilize prescribed textbooks, but they hardly ever follow traditional plans. In fact, they frequently have a blueprint in their minds that has been formed and re-formed over time. Perhaps because of their expertise gained over time through a constant process of planning-reflection-refining, these expert teachers are much less prone to rely on written, formalized lessons than on their well-formed and fluid mental planning model.[12]

Additionally, as effective teachers consider what to teach, they typically reach beyond prepared materials. For instance, while planning for a lesson in social science, effective teachers use historical fiction, biography, information on the Internet and in magazines, and other nontraditional content sources. Leinhardt found that expert teachers and novice teachers have a different "agenda" for their daily instruction.[13] Agenda is defined as an operational plan that is concise, focused, and descriptive of the intended goals and actions in which the teacher seeks to engage the students during the instructional time. Particularly, Leinhardt noticed that expert teachers conceive a lesson along two dimensions simultaneously:

1) the teacher's own actions, thoughts, and habits; and

2) the students' thinking and understanding of the content.

Thus, effective teachers not only plan what to teach, but more importantly, they plan for whom they are going to teach. They exert effort to reach beyond their comfort zone of disciplinary thinking and actions to incorporate their students' learning preferences and readiness levels.

How Should It Be Taught? Once the learning objectives are developed, evidence suggests that expert teachers are more competent in translating their instructional plans into actions than non-expert teachers.[14] Additionally, effective teachers follow the predefined plan while remaining open to changes and continuously adjusting their instruction based on student needs. Further, expert teachers anticipate the difficulties students might encounter while learning the content of the lesson. They consider students' thinking in order to assess the success of the lesson plan and then modify their instruction promptly.[15]

Having a lesson plan cannot ensure that the actual lesson will be implemented as what is prescribed. Human behavior, either of the teachers or of the students in the classroom, cannot be predicted accurately as a phenomenon in the hard sciences. As any effective teacher or administrator knows, the classroom is full of ebbs and flows. Consequently, teachers need to tap into their pedagogical and content resources in a fluid and flexible manner in order to proceed smoothly -- and successfully.

How Should Instruction and Student Learning Be Assessed?   When the learning objectives are set up, in addition to aligning activities to them, teachers also need to link the assessment plan to the learning objective. Alignment of curriculum, learning activities, and assessment is integral to any instructional design. (This type of alignment is referred to as "Opportunity to Learn.") Before the actual instruction begins, teachers need to decide upon valid and reliable assessment techniques that are available to solicit student learning data and to judge the success of the instructional plan. Additionally, teachers should communicate to their students about what they are expected to achieve and inform them about how they will be assessed after participating in the learning activities.

Pacing Guides as a Planning Tool. Teachers must consider a variety of factors when planning instruction, including how to pace the actual delivery in the classroom. The feasibility of a particular lesson largely depends on student ability and variation, content goals and mandated objectives, time and material resources, and so forth. Many of these factors present teachers with constraints that are beyond their immediate control. For example, there is a prescribed, fixed amount of time each day in which formal instruction may occur. Typically, hours of the day are chunked into units that are dedicated to the study of a certain subject or discipline as determined by a legislative body, school board, or a school administrator. Within those chunks of time, however, teachers traditionally have enjoyed a great deal of flexibility and autonomy. That is, what they did with class time was largely up to them. Over the past decade that flexibility has begun to wane -- a by-product of high-stakes testing. Teachers report a narrowing of the curriculum that focuses on tested items and breadth of content while sacrificing depth.[16]

Many school districts/divisions require teachers to follow strict pacing guides which prescribe how much time to spend on certain lessons or concepts. Pacing guides are intended to be instruments that teachers use to measure the amount of instructional time devoted to certain topics in light of the total content that must be taught. Properly used, pacing guides are tools to steer daily instructional decisions within the context of the entire curriculum. Used improperly, however, pacing guides unduly restrict the proper ebb and flow of the classroom and restrict the instructional pace regardless of student ability. On this topic, one writer stated:

> Pacing guides are not an inherently bad idea. Their effects depend on their design and how district and school leaders use them. The best pacing guides emphasize curriculum guidance

instead of prescriptive pacing; these guides focus on central ideas and provide links to exemplary curriculum material, lessons, and instructional strategies.[17]

Thus, pacing, if used wisely, can be an important component of instructional planning. It allows teachers to see the curriculum in its entirety and to avoid the trap of overemphasizing one area of content at the expense of others. Because instructional time with students is fixed, teachers must value class time; pacing can help with this important planning consideration.

Data-driven Aspects of Planning. All of the attributes of instructional planning require the use of data, either implicitly or explicitly. However, in terms of using data in planning, a central concern to consider is the proper use of proper data.[18] Simply claiming "data-based" does not improve practice. Rather, we must:

- gather pertinent data (i.e., quantitative and qualitative information);

- distill the real meaning of these data (i.e., What does the information tell us about teaching and learning?);

- aptly apply the information to improve and sustain good practice; and then

- improve results.

"Data-driven decision-making does not simply require good data; it also requires good decisions."[19]

Research Base for 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

Students arrive at school with a variety of backgrounds, interests, and abilities. This means that a one-size-fits-all approach to instruction is ineffective, probably counterproductive, and perhaps even unethical. If the goal of instruction is to provide an opportunity for all students to learn, then the instructional practices that teachers choose to employ in the classroom matter -- and matter greatly.[20] In an analysis of educational productivity in the United States and other countries, teacher classroom instruction was identified as one of the most significant variables that has great effect on student affective, behavioral, and cognitive outcomes.[21] Good quality instruction positively and directly affects student achievement. For instance, the instructional practice of reinforcement has a magnitude of 1.17 standard deviations on educational outcomes. And the effect of cues, engagement, and corrective feedback, each, is approximately one standard deviation. Personalized and adaptive instruction, tutoring, and diagnostic-prescriptive methods also have strong effects on student learning, with effect sizes of .57, .45, .40, and .33, respectively.[22]

Student Engagement

Instead of using uniform strategies for all students, effective teachers design instruction that motivates each student and they communicate content in such a way that students are able to comprehend based on their individual prior learning and ability. Because students learn in a variety of ways and at a variety of rates, teachers should deliver their lessons with appropriate variety in order to maximize student engagement. One tool that can be helpful in sustaining high levels of student engagement is to connect to the ways individual students learn. A meta-analysis of the extant research suggests that instruction based on learning styles is positively related to student attitudes and achievement.[23] Dunn, et al., extended this finding to at-risk students, reporting that mean achievement increased nearly one standard deviation (i.e., approximately 84th percentile versus 50th percentile) when teachers accommodated for learning styles.[24]

Implementing a variety of classroom techniques and strategies also enhances student motivation and decreases discipline problems.[25] Furthermore, differentiated instruction enables teachers to adjust their curriculum, materials, learning activities, and assessment techniques to ensure that all students in a mixed-ability classroom can have different avenues to process new knowledge and develop skills, while having equal access to high-quality learning.[26]

Another essential aspect of effective instruction that helps build and sustain student engagement is relevance of the instruction. Making instruction relevant to real-world problems is among the most powerful instructional practices a teacher can use to increase student learning.[27] This kind of instruction allows students to explore, inquire, and meaningfully construct knowledge of real problems that are relevant to their lives. Moreover, students are motivated and engaged when their learning is authentic, especially when the real-world tasks performed have personalized results.

Questioning can be another highly effective instructional tool when used properly. In particular, the types of questions asked, wait time, and types of responses play a role in the propitious use of questioning. Unfortunately, there are substantial differences in the adept use of questioning between effective teachers and ineffective teachers. On the negative side, in a study of mathematics classrooms Craig and Cairo found that teachers ask more than 99 percent of the questions.[28] They also found that teachers tended to provide little wait time, asked recall and use questions, and designated a particular student to answer a question. On the positive side, in one case study the researchers found that teachers deemed effective asked approximately seven times higher cognitive-level questions than those considered ineffective.[29] Selected instructional practices exhibited by effective teachers are noted in Figure 3.

Figure 3. Selected Instructional Practices Employed by Effective Teachers

The effective teacher:

- stays involved with the lesson at all stages so that adjustments can be made based on feedback from the students.[30]
- uses a variety of instructional strategies, as no one strategy is universally superior with all students.[31]
- uses research-based strategies to enhance the time students spend with teachers by making instruction student-centered.[32]

The effective teacher: (continued)

- involves students in appropriate and challenging learning activities, such as cooperative learning, to enhance higher order thinking skills.[33]
- knows that instructional strategies that use students' prior knowledge in an inquiry-based, hands-on format facilitate student learning.[34]
- uses remediation, skills-based instruction, and differentiated instruction to meet individual student's learning needs.[35]
- uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.[36]

There is no single classroom practice that is necessarily effective with all subject matter and all grade levels.[37] Effective instruction involves a dynamic interplay among content to be learned, pedagogical methods applied, characteristics of individual learners, and the context in which the learning is to occur.[38] Ultimately, subject matter knowledge, pedagogical skills, and an inspiration for instructional innovation and development can liberate individual teachers to explore the diversification and richness of daily practice.

Research Base for 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.

High quality assessment can produce valid information about students' learning outcomes and provide insight into the effectiveness of teachers' instruction. Research has indicated that teachers who introduce formative assessment into their classroom practice can affect substantial achievement gains. In their 1998 research review, Black and Wiliam examined a multitude of empirical studies to determine whether improvement in classroom assessments can lead to improvement in learning.[39] They found that formative assessment has substantial positive effects on student achievement, with effect size ranging from 0.3 to 0.7 standard deviations. Particularly, they found that formative assessment is more effective for low achievers than for other students, thus, reducing an achievement gap while raising achievement overall at the same time.[40]

Assessments are more likely to have a positive influence on student learning when they exhibit the characteristics noted in Figure 4.

Figure 4. Assessment Characteristics that Positively Influence Student Learning

Assessments are more likely to influence student learning when they:

- are aligned with the framework of learning targets and instruction.
- are of sufficient validity and reliability to produce an accurate representation of student learning.
- are accompanied with frequent informative feedback, rather than infrequent judgmental feedback.

> **Assessments are more likely to influence student learning when they: (continued)**
>
> - involve students deeply in classroom review and monitoring.
> - emphasize testing processes and results.
> - communicate in a timely and effective manner.
> - are documented through proper record keeping of learning results.[41]

Students as well as teachers have strong beliefs about the importance of feedback. Students report that informative feedback makes them aware of their mistakes, highlights ways to make corrections, and informs them of teacher expectations. Teachers report that providing feedback can be arduous and painstaking, but also they feel that it is an important part of instruction.[42]

As noted earlier, there are multiple methods for assessing student learning. Guskey found that teachers and administrators believed student portfolios were the most important type of assessment tool used to measure student learning, while division, state, and national assessments ranked the lowest.[43] Interestingly, homework ranked in the middle of Guskey's analysis of assessment types. Regardless of the type of assessment used, the more important issue is the practical value of the assessment in use. Tomlinson suggested that teachers must find a proper fit between students and the method being used to assess their learning.[44] Assessment, she posited, is a form of communication. Teachers must allow students to communicate their learning in a manner best suited to their needs.

Given the prevalence of standardized assessments at the state, regional, and national levels, in the United States and in numerous countries around the globe, a brief comment on this particular type of assessment seems in order. The extant literature has documented both positive and negative impacts of standardized assessments on teachers' instruction and assessment at the classroom level. The positive evidence indicates that standardized tests motivate teachers to:

- align their instruction to standards;

- maximize instructional time;

- work harder to cover more material in a given amount of instructional time; and

- adopt a better curriculum or more effective pedagogical methods.[45]

However, other research reveals that high-stakes assessments encourage teachers to:

- narrow the curriculum;

- focus on memorization, drills, and worksheets;

- allocate less time to higher-order skills; and

- restrict their teaching to formulated approaches of instruction.[46]

Teachers should maintain a balance between state/national level assessments and classroom level assessments to optimize student learning.

Research Base for 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.

Effective teachers must be proficient in creating a positive classroom environment for learning, otherwise learning -- at least the intended learning -- will not occur. A review of research connecting learning environment and student achievement emphasizes a number of key dimensions, including classroom management and structure, positive classroom climate, and classroom talk.

Classroom Management and Structure

Teachers who emphasize structure in the classroom are more effective than those who do not.[47] In general, structure means "an aggregate of elements of an entity in their relationships to each other."[48] For our purposes in education, specifically, structure involves physically orienting the classroom for instruction, preparing and organizing materials, and framing lessons in a coherent and logical manner.

Effective teachers implement good classroom management to establish order, maintain safety, engage students, and elicit student cooperation with an ultimate purpose to establish and maintain an environment conducive to instruction and learning.[49] The extant research is fairly clear that good classroom management has a positive influence on students' motivational development.

A study conducted by one team of researchers found that students' perception of rule clarity and teacher monitoring are positively related to their development of academic interest in secondary school mathematics classes.[50] Another empirical study revealed that the top quartile teachers (i.e., the most effective teachers as identified by the high academic achievement of the students they taught) were more organized with efficient routines and procedures for daily tasks, and they communicated higher behavioral expectations to students than ineffective teachers. The top teachers also were found to have less disruptive student behaviors (on average, once every two hours) than do the less effective teachers (on average, once every 12 minutes).[51] Another research team noted that teachers who spend more time establishing instructional routines at the beginning of the school year did not need to exert as much effort on similar tasks later in the year.[52] The investment in initial organizational strategies yielded significant gains in reading scores throughout the year. In comparison, achievement gains were lower among students whose teachers did not demonstrate similar organization skills.

Positive Classroom Climate

Effective teachers build a classroom climate where error (i.e., risk taking) is welcomed, where student questioning is high, where engagement is the norm, and where students can gain reputations as effective learners.[53] Wang, Haertel, and Walberg analyzed a knowledge base representing 11,000 statistical findings about student achievement in order to answer the question, What helps students learn?[54] They found classroom instruction and climate was the second most influential factor among six identified types of influence, second only to, but nearly

as prominent as, student aptitude. Based on this research synthesis, classroom climate refers to the socio-psychological dimensions of classroom life.[55]

Teachers who make the effort to engage in positive interactions with students make a difference in the academic and social development of their students. A constructive interaction with students is a motivator for students to act in accordance with the expectation of their teacher. Studies by Ladd and by Furrer and Skinner confirmed that low student achievement can result from stressful student-adult relationships, while positive relationships can lead to higher levels of student participation and engagement.[56] Teacher interactions with students have been found to have effects at all grade levels. Hamre and Pianta found that first grade teachers who engaged in positive interactions with at-risk students reduced the probability of those students experiencing failure in the early grades.[57] Barney found that middle school students developed a more positive attitude toward course content when their teachers took the time to interact with them.[58] Pressley, Raphael, Gallagher, and DiBella found that secondary teachers who got to know their students personally were able to work with them to develop and achieve goals.[59]

Classroom Talk

The interaction between teacher and students, and among students, is another significant indicator of learning environment. Authority is more distributed than centralized through the communication that happens in a positive classroom environment. Additionally, the talk between teacher and student is personalized. Exemplary teachers have been found to use authentic conversation to learn about students and encourage students to engage their peer's ideas.[60]

In summary, key features for these three attributes are detailed in Figure 5.

Figure 5: Summary of Selected Features of Positive Learning Environment

Positive Learning Environment Attributes	Features of Attributes
Classroom management and structure	• identifying and communicating desirable behavior • consistently applying rules and procedures • monitoring student behavior • taking preventive rather than reactive management actions • pacing class activities and transitioning between tasks smoothly • maximizing instructional time • keeping students on tasks • making learning meaningful[61]
Positive classroom climate	• cooperation among teachers and students • common interest and values • pursuit of common goals • a clear academic focus • well-organized and well-planned lessons • explicit learning objectives • appropriate level of task difficulty for students • appropriate instructional pace[62]

Positive Learning Environment Attributes	Features of Attributes
Classroom talk	• respectful, supportive, and productive • modeled by teachers • practiced with students

Research Base for 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.

Teachers' daily practice is grounded in the beliefs, values, and attitudes they hold toward the profession, the students, the schools, and themselves.[63] To illustrate, caring about students is one of the most widely documented personal qualities of effective teachers. Effective teachers often are described as warm, friendly, and caring; conversely, ineffective teachers often are said to create a tense classroom and are described as cold, abusive, and uncaring.[64] When students perceive that their teachers care about them, they respond by "optimizing their commitment to learning and putting forth greater efforts to reach their potential."[65]

Additional examples of how teachers impact school success -- and their own success -- through their professional demeanor and ethical treatment of others might include a personal quality as simple as attitude. In particular, enthusiasm and motivation are two essential attitudes that impact teacher effectiveness and, ultimately, student achievement. Even teachers' enthusiasm for the teaching profession has positive effects on their instructional behaviors.[66] Teachers who are more enthusiastic about teaching exhibit higher quality instructional behavior, such as monitoring student learning, providing students with more cognitive autonomy support, offering more social support to students, and using higher levels of cognitive challenge. Teacher motivation also is expressed in a range of teacher behaviors that are perceived to be conducive to student learning, such as enthusiasm in content area taught, interest about students' personal and developmental needs, participation in content-related activities outside of class time, and the display of value and emotion for students.[67]

Teachers who demonstrate care and concern toward their students are perceived more positively and, in fact, are more effective[68] and, as with the personal quality of caring, other qualities such as fairness and respect have a positive impact on the teacher's bearing and effectiveness within the school community.

Clearly, an ethic of care and, more broadly, an ethic of working within the context of ethical, legal, and professional standards of conduct, is a key component of professionalism. Additionally, teachers are held to a high standard of personal and professional conduct, due largely to the fact that they are viewed as exemplars of behavior for the students they teach. In fact, the U.S. Supreme Court has stated that a "teacher serves as a role model for … students, exerting a subtle but important influence over their perceptions and values."[69] Consequently, a teacher's behavior that jeopardizes student welfare can be justification for dismissal.[70] More to the point, if a nexus exists between a teacher's personal and professional life that harms students or a school's ability to operate effectively and efficiently, then that teacher has violated the ethical principles of teaching to the extent that dismissal often is justified. Guidelines for

determining adverse impact on students includes such factors as the age and maturity of the students, the proximity of the teacher's conduct, the teacher's motivation, extenuating or aggravating circumstances, and the likelihood of the conduct being repeated.[71]

Professionalism and Professional Growth

Another key attribute of professionalism is a commitment to continuous improvement and perpetual learning. Interestingly, effective teachers monitor and strengthen the connection between their own development and students' development.[72] Evidence indicates that teachers who receive substantial professional development can help students achieve more. For example, based on the findings of one meta-analysis, teachers who received substantial professional development (in this instance, 49 hours) boosted their students' achievement about 21 percentile points, and this effect size is fairly consistent across content areas.[73]

Professionalism and Contributing to the Learning Community

Effective teachers act individually and collectively to advance the teaching profession, and act as shapers, promoters, and well-informed critics of educational policies, instructional innovations, and internal changes that impact on student learning.[74] A teacher can contribute to the teaching profession by engaging in various types of study, inquiry, and even experimentation to develop personal best practices. Individually, teachers are powerful resources to enrich the professional knowledge base about academic standards, curriculum, pedagogy, and assessment by reflecting and sharing experiences of "what works" and "what does not work." Collectively, teachers can network with professional associations and collaborate with social/business agencies to advance overall school improvement.[75] Ultimately, effective teachers contribute substantially to fostering, supporting, and sustaining a learning community in which all members of the school -- including students and teachers -- are actively engaged in ongoing learning.

Figure 6 summarizes selected research findings regarding the importance of professionalism for teacher effectiveness.

Figure 6. Teacher Effectiveness and Professional Behaviors and Dispositions

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Professional behaviors of effective teachers:

- Encourage linking professional growth goals to professional development opportunities.[76]
- Empower teachers to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.[77]
- Emphasize selecting professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.[78] For example, science teachers with professional development in laboratory skills have students who outperform their peers.
- Encourage cognizance of the legal issues associated with educational records, and respect and maintain confidentiality.[79]

Research Base for Performance Standard 7: Student Academic Progress

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

Numerous studies conducted in the United States and in other countries have documented the fact that effective teachers have a significant impact on student achievement. The research consistently has concluded that students in effective teachers' classrooms make academic growth that is larger than what is projected based on longitudinal data. Figure 7 provides a summary of selected key findings drawn from relevant empirical studies.

Figure 7. Summary Findings of the Relationship between Student Progress and Teacher Effectiveness

Key Findings
- Highly effective teachers generally were effective in helping all students make progress, regardless of their prior achievement levels, while ineffective teachers were found to be ineffective with all students. Teachers with average effectiveness facilitated achievement gains with lower achieving students, but not with higher student achievers.[80]   - Teacher effects on student academic gains are cumulative and residual.[81]   - Variations in teacher quality account for at least 7.5 percent of the total variation in measured achievement gains.[82]   - Teachers contributed to 3 percent to 10 percent of the variability in student gain score, while controlling for student prior achievement and background characteristics.[83]   - Teachers who were highly effective in producing higher-than-expected student achievement gains (top quartile) in one end-of-course content test (reading, mathematics, science, social studies) tended to produce top quartile residual gain scores in all four content areas. Teachers who were ineffective (bottom quartile) in one content area tended to be ineffective in all four content areas.[84]

At a macro level, effective teachers help their students achieve greater than what is predicted for them on summative, standardized assessments. At a micro level, effective teachers provide instruction and support that leads to quality learning opportunities on a day-to-day basis. For example, based on a large-scale research review, Hattie found that compared to their ineffective colleagues, effective teachers are adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.[85] The research also shows that effective teachers are more adept at developing and testing hypotheses about learning difficulties or instructional strategies. Additionally, an experimental study reached the following conclusions for teachers who monitored their students' growth on a regular basis:

- They effected greater student achievement than those who used conventional monitoring methods.

- They had more improvement in their instructional structure.

- Their pedagogical decisions reflected greater realism and responsiveness to student progress.

- Their students were more knowledgeable about their own learning and more conscious of learning goals and progress.[86]

Student progress monitoring is a technique that can provide teachers with data on students' performance to evaluate the effectiveness of their instruction and make adjustments in their pedagogical behavior. Progress monitoring also can help teachers set meaningful student achievement goals to tap into greater student learning potential. Teachers who use progress monitoring also are better informed of the strengths and weaknesses in student learning and can better decide on what instructional modifications are necessary. Stecker, Fuchs, and Fuchs noted that teachers effected significant growth in student learning with progress monitoring only when they modified instruction based on progress monitoring data; however, frequent progress monitoring alone did not boost student achievement.[87]

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