



VIRGINIA BOARD OF EDUCATION

Title: The Impacts of Teacher Evaluation and Professional Development on Student Outcomes: Research and Best Practice Models

Date: January 26, 2022

Presented to: Board Work Session

Presenter: Dr. Linda Darling- Hammond, President and CEO, Learning Policy Institute

Dr. Maria Hyler, Director of the Washington, DC Office and Senior Researcher, Learning Policy Institute

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Summary of the Topic:

The *Code of Virginia* requires the Virginia Board of Education (Board) 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 Board is currently involved in a three-phase plan to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals and Superintendents*.

Priority 2 in the [Board's Comprehensive Plan: 2018-2023](#) states that the Board will advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development and retention of well-prepared and skilled teachers and school leaders. In support of this priority and Phase III of the plan to revise the *Guidelines*, Dr. Linda Darling-Hammond and Dr. Maria Hyler from the Learning Policy Institute were invited to share an overview of research and related analysis of teacher effectiveness, performance evaluation, and impact on student learning.

Additional literature and research on this topic has been provided by Dr. Jessica Straessle and Dr. James Stronge of Stronge and Associates Educational Consulting, LLC and Dr. Jim Wykcoff, Dr. Luke Miller and Dr. Veronica Katz of EdPolicyWorks at the University of Virginia.



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Timetable for Follow-up or Next Steps:

This presentation launches a series of informational presentations and reports highlighting research based models for effective teacher evaluation design and implementation, and its impact on student achievement. The research will inform the development of the Board's goals for educator evaluation and foundational logic model for Phase III of the comprehensive revision of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals and Superintendents*. Decision points and action items will be brought to the Board, as needed, in the coming months.