

# Teacher and Principal Evaluation

*Supporting Effective Instruction and Leadership*

March 2012

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## Background: Code of Virginia

The *Code of Virginia* requires that:

- Teacher and principal 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
- School boards' procedures for evaluating teachers and principals address student academic progress.

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## Board Approval: Performance Standards and Evaluation Criteria

- **April 2011:** Board of Education approved the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*
  - **Effective Date:** July 1, 2012
- **February 23, 2012:** Board of Education approved the revised guidance document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*
  - **Effective Date:** July 1, 2013

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## Teacher and Principal Evaluation Work Groups

### Representatives:

- (Teachers, Principals, Superintendents, and Associations)
- Virginia Association of Elementary School Principals
  - Virginia Association of Secondary School Principals
  - Virginia Association of School Superintendents
  - Virginia Education Association
  - Virginia School Boards Association
  - School Division Human Resources
  - Higher Education
  - Virginia Parent Teacher Association

### Expert Consultants

Department of Education Staff Members

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## Uniform Performance Standards for Teachers and Principals

Teachers	Principals
<ul style="list-style-type: none"> <li>Professional knowledge</li> <li>Instructional planning</li> <li>Instructional delivery</li> <li>Assessment of and for learning</li> <li>Learning environment</li> <li>Professionalism</li> <li>Student academic progress</li> </ul>	<ul style="list-style-type: none"> <li>Instructional leadership</li> <li>School climate</li> <li>Human resource management</li> <li>Organizational management</li> <li>Communications and community relations</li> <li>Professionalism</li> <li>Student academic progress</li> </ul>

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## Virginia Uniform Performance Standards for Teachers

- 1. Professional Knowledge:** *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
- 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.*
- 3. Instructional Delivery:** *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*
- 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.*

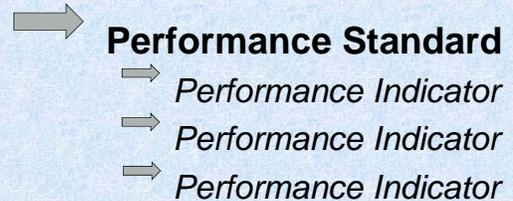


## Virginia Uniform Performance Standards for Teachers

- 5. Learning Environment:** *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*
- 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.*
- 7. Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*



## Virginia Uniform Performance Standards and Evaluation Criteria for Teachers and Principals: Two Tiers



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## What are Performance Indicators?

*Examples of observable, tangible behavior that indicate the degree to which teachers and principals are meeting each performance standard*

Note: The list of performance indicators is not exhaustive, and they are not intended to be prescriptive.



## Virginia Uniform Performance Standards for Teachers

Professional Knowledge	Instructional Planning	Instructional Delivery	Assessment of and for Student Learning	Learning Environment	Professionalism	Student Academic Progress
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4
1.5	2.5	3.5	4.5	5.5	6.5	
1.6		3.6	4.6	5.6	6.6	
1.7		3.7	4.7	5.7	6.7	
1.8				5.8	6.8	
					6.9	



## Proposed Virginia Uniform Performance Standards for Principals

Instructional Leadership	School Climate	Human Resource Management	Organizational Management	Communications/Community Relations	Professionalism	Student Academic Progress
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4
1.5	2.5	3.5	4.5	5.5	6.5	7.5
1.6	2.6	3.6	4.6	5.6	6.6	7.6
1.7	2.7	3.7	4.7	5.7	6.7	7.7
1.8	2.8	3.8	4.8	5.8	6.8	7.8
1.9	2.9	3.9	4.9	5.9	6.9	7.9
1.10	2.10			5.10	6.10	7.10
1.11	2.11					
1.12						
1.13						



## Teacher 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.*



## Teacher Performance Indicators

### Examples for Standard 1: Professional Knowledge

- 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 matter.
- 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.

Note: Only Samples!



## Teacher Performance Standard 7: Student Academic Progress

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



## Teacher Performance Indicators

### Examples for Standard 7: 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 interim learning targets.

Note: Only Samples!



## Virginia Uniform Performance Standards for Principals

1. **Instructional Leadership:** *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*
2. **School Climate:** *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*
3. **Human Resources Management :** *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*



## Virginia Uniform Performance Standards for Principals

4. **Organizational Management:** *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*
5. **Communication and Community Relations:** *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*
6. **Professionalism:** *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*



## Virginia Uniform Performance Standards for Principals

7. **Student Academic Progress:** *The principal's leadership results in acceptable, measurable student academic progress based on established standards.*



## Principal Performance Standard 1: Instructional Leadership

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*



## Principal Performance Indicators Examples for Standard 1: Instructional Leadership

- 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 matter.
- 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.

**Note: Only Samples!**



## Principal Performance Standard 7: Student Academic Progress

*The principal's leadership results in acceptable, measurable student academic progress based on established standards.*



## Principal Performance Indicators Examples for Standard 7: Student Academic Progress

- Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
- Communicates assessment results to multiple internal and external stakeholders.
- Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

**Note: Only Samples!**



## Principal Performance Indicators Examples for Standard 7: Student Academic Progress

- Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

**Note: Only Samples!**



## Teacher and Principal Performance Ratings

- **The evaluation rating scale provides a description of four levels of how well the standards are performed by teachers and principals.**
- **The ratings are as follows:**
  - **Exemplary**
  - **Proficient**
  - **Developing/Needs Improvement**
  - **Unacceptable**

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## Teacher Evaluation

How will teacher performance be documented?



## Multiple Data Sources

(Teacher Evaluation)

REQUIRED by <i>The Code of Virginia</i>	RECOMMENDED in <i>2011 Guidelines</i>
Observations	Student Surveys
Measures of Academic Progress	Portfolios/Document Logs
	Self-Evaluation



## Data Collection Procedures

(Teacher Evaluation)

Data Collection Procedure	Form(s)	Evaluator	Teacher
Informal Observations	Informal Classroom Observation Form	✓	
Formal Observations	Formal Classroom Observation Form	✓	
Student Surveys	Student Survey Forms (1-2, 3-5, 6-8, 9-12) Student Survey Summary		✓
Portfolios/Document Logs	Table of Contents		✓
Self-Evaluation	Teacher Self-Evaluation Form		✓
Measures of Academic Progress	Goal Setting for Academic Progress Form	Reviews/approves	Selects/develops



## Portfolios/Document Logs

(Teacher Evaluation)

- Collection of work that demonstrates the teacher's professional competence in regard to meeting performance standards – teacher's voice in evaluation
- Complement classroom observation
- Analysis and reflection should be included
- Property of teacher; reviewed by evaluator
- Help to clarify instructional relationship between lesson plans, student work, and assessments
- Documentation logs are similar to portfolios, but are typically more concise and confined to specific artifacts



## Student Surveys

(Teacher Evaluation)

- Provide students' perceptions of how teacher is performing -- direct knowledge of classroom practices
- Assist teacher in setting goals for continuous improvement (formative evaluation)
- Age considerations for survey
- Surveys are anonymous
- Actual responses seen only by individual teacher
- Survey summary form included in portfolio



## Summative Evaluation

(Teacher Evaluation)

- Comes at end of evaluation cycle
  - One year for probationary teachers
  - Three years for continuing contract teachers
- Assessment of performance quality
- Ratings for each standard based on multiple data sources
- Performance standards and indicators provide description of well-defined teacher expectations
- Four point rating scale
- Performance rubric for every standard



## Sample Performance Appraisal Rubric

(Teacher Evaluation)

Standard I: Professional Knowledge

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

Exemplary	Proficient <i>Proficient is the expected level of performance.</i>	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.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</b>	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.



## Example of Weighted Calculations for Teacher Performance Evaluations

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
			<b>Summative Rating (sum of weighted contributions)</b>	<b>3.1</b>



## Standard 7: Academic Progress Why Connect Academic Progress to Teacher Performance?

- **Teacher quality** is the greatest in-school factor affecting student achievement.
- One of the ultimate outcome of the educational enterprise is **student achievement**.
- 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.



## Requirement by the Code of Virginia

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.

Article 2, §22.1-295



## Guidance on Measures of Student Academic Progress

(Teacher Evaluation)

Give priority to quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement)

Use student achievement goal setting or other measures that incorporate data from validated achievement measures whenever possible

Have at least two valid measures of student academic progress included in the evaluation.



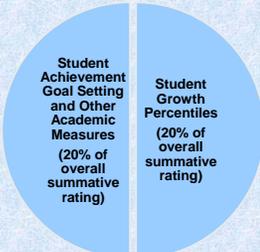
## Guidance on Measures of Student Academic Progress

(Teacher Evaluation)

At least 20 percent of the teacher evaluation (half of the student academic progress accounts for a total of 40 percent of the evaluation).



**Incorporating Multiple Measures into Teacher Evaluation:**  
 Teachers of Math and Reading for Whom Student Growth Percentiles Are Available

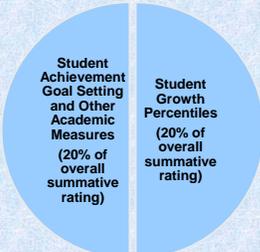


Student Achievement Goal Setting and Other Academic Measures (20% of overall summative rating)

Student Growth Percentiles (20% of overall summative rating)



**Incorporating Multiple Measures into Teacher Evaluation:**  
 Teachers who Support Math and Reading Instruction for Whom Student Growth Percentiles Are Available



Student Achievement Goal Setting and Other Academic Measures (20% of overall summative rating)

Student Growth Percentiles (20% of overall summative rating)



**Incorporating Multiple Measures into Teacher Evaluation:**  
 Teachers for Whom Student Growth Percentiles are Not Available



Other Student Academic Progress Measures and/or Student Achievement Goal Setting (40% of summative evaluation)



**Samples of Other Measures of Student Academic Progress/Achievement**  
 (Teacher Evaluation)

- Individualized Education Plan (IEP) goals
- Phonological Awareness Literacy Screening (PALS)
- Performance Assessments for Skill Development
- STAR – Reading and Mathematics
- MAP – Measures of Academic Progress
- IB and AP examinations
- Industry certification examinations

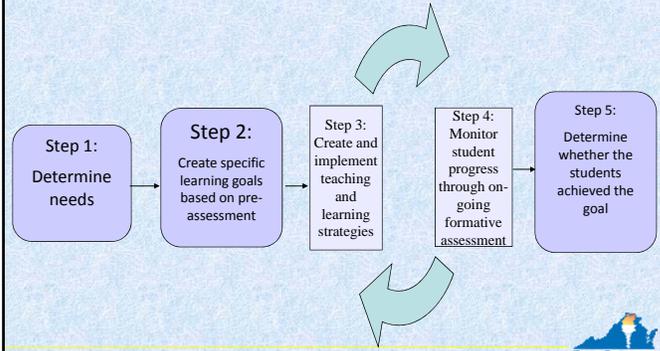


### Setting student achievement goals...

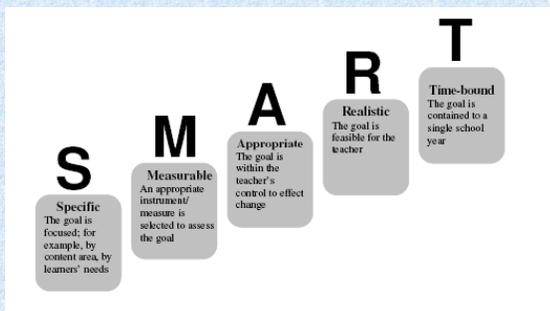
- ✓ **Focuses on student results**
- ✓ **Connects teaching *with* learning**
  - **Improved instruction in the classroom**
- ✓ **Contributes to school improvement**



### What is student achievement goal setting?



### Writing a SMART Goal



### Principal Evaluation Standard 7: Student Academic Progress

- **The evaluation criteria call for student academic progress to account for a significant component of the teacher and principal evaluation (at least 40 percent of the evaluation).**
- **Multiple measures of student academic progress must be used in making decisions about principal performance evaluations.**



## Principal Evaluation Student Academic Progress

### Multiple Measures

- Student Growth Percentiles when available and appropriate
- Student Academic Progress Goal Setting
- Other measures of student academic progress

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## Principal Evaluation Student Academic Progress Student Growth Percentiles

### For elementary and middle school principals:

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

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## Principal Evaluation Student Academic Progress Student Growth Percentiles

### For elementary and middle school principals:

- Another 20 percent of the principal evaluation (half of the student academic progress measure) should be measured using *Student Academic Progress Goals* 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. These should include improvement in achievement measures (e.g., SOL assessment results, state benchmarks) for the school.

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## Principal Evaluation Student Academic Progress Student Growth Percentiles

**For high school principals:** Because student growth percentiles will only be available for Algebra 1, the entire 40 percent of the principal evaluation should be measured using Student Academic Progress Goals with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., SOL assessment results, state benchmarks) for the school.

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## Principal Evaluation Student Academic Progress Student Growth Percentiles

- It will be necessary to use aggregate Student Growth Percentiles (SGP) at the school level.
- The median SGP is the most appropriate single measure to determine typical growth in a school.
- The median SGP represents the midpoint in the distribution of student growth percentiles.

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## Principal Evaluation Student Academic Progress Student Growth Percentiles

Range of median student growth percentile	Interpretation
< 35	The majority of students demonstrated low growth
35 to 65	The majority of students demonstrated moderate or higher growth*
> 65	The majority of students demonstrated high growth

This recommendation should only be applied after reviewing the distribution of the data. When a group of students has a median SGP between 35 and 65 but most of the students actually fall in the high and low growth categories – with few showing moderate growth – there would be a different interpretation that must be reflected in the growth indicator.

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## Principal Evaluation Student Academic Progress Student Growth Percentiles

Minimum recommended requirements for using SGP as 20 percent of a principal's evaluation include the following:

- Data from at least 40 students are available, possibly from multiple years;
- Data from students are representative of students in the school; and
- Data from at least two years are available; three years should be reviewed whenever possible.

**Note:** When there are insufficient SGP's to be representative of students in the school, it may be appropriate to use SGPs as one component of the evaluation of student academic progress but a lower percentage, in such cases, other validated quantitative measures of growth should be incorporated.

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## Principal Evaluation Student Academic Progress Goals

- Principals are responsible for setting student academic progress goals. These goals are tied to school improvement, student academic progress, and/or the school's strategic plans.
- The evaluator and the principal meet to discuss the baseline data and review the annual goals.
- A summative judgment is made regarding goal attainment over a specific period of time.

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**Principal Evaluation**  
**Examples: Student Academic Progress**  
**Goals**

- Decrease in the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening [PALS] benchmarks for being on track to be proficient in reading by grade 3)
- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten
- Increase in the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science

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**Principal Evaluation**  
**Examples: Student Academic Progress**  
**Goals**

- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Pattern of increased percentage of middle school students taking high school level courses
- Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school

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