

# **PRESENTATION TO THE VIRGINIA BOARD OF EDUCATION June 25, 2014**

Presented by:  
Mrs. Patty S. Pitts  
Assistant Superintendent for Teacher Education and Licensure

*Virginia Department of Education*



***Current and Proposed  
Licensure and Approved  
Program Regulations  
Addressing  
“Assessment of and for  
Learning”***

# **BACKGROUND**

## *Guidelines and Regulations*

*Guidelines for Uniform Performance Standards  
and Evaluation Criteria for Teachers*

*Virginia Standards for the  
Professional Practice of Teachers*

*Regulations Governing the Review and Approval  
of Education Programs in Virginia*

*Licensure Regulations for School Personnel*

## *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 to serve as guidelines for school divisions to use in implementing educator evaluation systems.

The *Code of Virginia* requires 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*; and
- school boards' procedures for evaluating instructional personnel address student academic progress.

## *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*

**The Guidelines include seven performance standards.**

### **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.*

## *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*

### **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.

## *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*

### **Sample Performance Indicators (continued)**

- 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.

# *Virginia Standards for the Professional Practice of Teachers*

## Teaching standards:

- Provide a vision for the profession;
- Define what teachers should know and be able to do;
- Establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing profession can be aligned; and
- Assist teachers in reflecting on their teaching practice and its impact on student learning.

## *Virginia Standards for the Professional Practice of Teachers*

The *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.

Performance Standard 4, Assessment of and for Learning, is addressed.

# Approved Program and Licensure Regulations

Current  
Requirements

## Professional Studies Requirements (excerpt)

### Curriculum and instructional procedures

Skills in this area shall contribute to an understanding of ... the evaluation of pupil performance and the relationships among assessment, instruction, and monitoring student progress to include:

- student performance measures in grading practices,

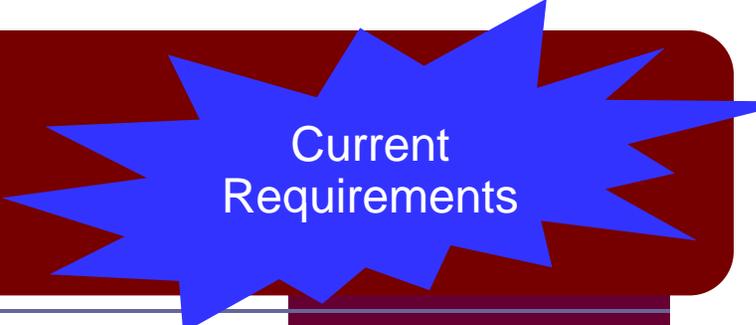
## Approved Program and Licensure Regulations

Current  
Requirements

(continued)

- the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and
- the ability to analyze assessment data to make decisions about how to improve instruction and student performance ....

# Approved Program and Licensure Regulations



Current  
Requirements

## Foundations of education

...The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance) must be addressed.

## Approved Program and Licensure Regulations

Proposed  
Regulations

### Professional Studies Requirements (excerpt)

#### Assessment of and for learning:

Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners must be addressed.

## Approved Program and Licensure Regulations

Proposed  
Regulations

(continued)

Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth must be included. Skills also include the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about

## Approved Program and Licensure Regulations

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Proposed  
Regulations

(continued)

how to improve instruction and student performance. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal setting as related to teacher evaluation and determining student academic progress must be included. Knowledge of legal and ethical aspects of assessment, and skills for developing familiarity with assessments used in preK-12 education (e.g., diagnostic, college admission exams, industry certifications, placement assessments) must be included.

# For Additional Information

## ■ CONTACT

- Mrs. Patty S. Pitts  
Assistant Superintendent for Teacher  
Education and Licensure  
Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23218-2120  
(804) 371-2522