Virginia Board of Education Agenda Item

Agenda Item: C **Date:** July 23, 2015

Title	Final Review of Revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*		
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Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: April 28, 2011
Action: Final Review of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*
Date: February 23, 2012
Action: Final Review of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*
Date: September 27, 2012
Action: Final Review of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*
Date: June 25, 2015
Action: First Review of Revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
X	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 2: The *Code of Virginia* requires that school boards' procedures for evaluating teachers, principals, and superintendents address student academic progress. The *Guidelines for Uniform*

Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents set forth seven performance standards and recommend that the first six be weighted equally at 10 percent each and the seventh performance standard, student academic progress, account for 40 percent of the summative evaluation.

Goal 5: Because teachers, principals, and superintendents are so fundamentally important to student success and school improvement, the evaluation of teachers', principals', and superintendents' performance is particularly relevant as a means to advance educator effectiveness and recognize excellence.

Goal 7: The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* include performance standards focusing on the Learning Environment (teachers), School Climate (principals), and Organizational Leadership and Safety (superintendents). Teachers, principals, and superintendents are to foster the success of all students by providing a positive and safe school environment.

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. The *Guidelines* were revised from 2011-2012 as shown below:

- ***Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*** (PDF)
  Approved by the Virginia Board of Education on April 28, 2011, effective July 1, 2012.

- ***Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*** (PDF)
  Approved by the Virginia Board of Education on February 23, 2012, effective July 1, 2013.

- ***Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*** (PDF)
  Approved by the Virginia Board of Education on September 27, 2012, effective July 1, 2014.

Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* requires that teacher, administrator, and superintendent evaluations must be consistent with the performance objectives (standards) in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and that student academic progress must be a significant component of the summative rating. An excerpt from this section of the *Code* 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*. Evaluations shall include student academic progress as a significant component and an overall summative rating. 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….

Summary of Important Issues:
On March 31, 2015, the U.S. Department of Education (USED) granted Virginia a four-year renewal of the state's ESEA (Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001) flexibility plan through the 2018-2019 school year. As part of that plan, Virginia recommended replacing Student Growth Percentiles with value tables (progress tables) for use with Virginia's model evaluation systems, beginning in the 2015-2016 school year.

For the past several years, Virginia has used student growth percentiles (SGPs) as a measure of growth in its model teacher and principal evaluation system. The SGPs measure growth by comparing individual student performance to that of other students with similar score histories. Because of this comparison, SGPs must be calculated each year, and the calculations cannot be prepared until all statewide data are available. This requirement has resulted in growth information not being available to school divisions until the early fall of the school year following test implementation. In addition, because SGPs provide a norm-referenced measure of growth, teachers and students are not aware of the score required on the current year's test for students to be considered as having made growth during the school year. Finally, SGPs could not be calculated for Virginia's alternate assessments.

After researching other growth models, Virginia Department of Education staff has determined that value (progress) tables would more accurately recognize success in closing the achievement gap than SGPs while providing teachers and principals with growth data more representative of the students being taught in their classroom and schools. The value (progress) table model, unlike the SGP model, is based solely on individual student performance from one year to the next and accounts for each student who is closing the achievement gap by moving one step closer to demonstrating proficiency of the state standards.

A description of the methodology used to establish Virginia's value (progress) tables follows. Virginia's reading and mathematics assessments for grades 3-8 have four achievement levels: below basic, basic, proficient and advanced. In the value (progress) table model, each of these achievement levels has been divided into two sublevels using the empirical score distributions from the first year that these tests were administered operationally. For example, the below basic achievement level is divided into "low below basic" and "high below basic," and the basic achievement level is divided into "low basic" and "high basic." The Value Table Model allows for the measurement of growth by evaluating the number of sublevels a student moves from one year to the next on the state assessments. For example, a student whose score was in the "low below basic" range on the grade 3 mathematics assessment in 2012-2013 and whose score was in the "low basic" category on the grade 4 mathematics assessments in 2013-2014 has moved two levels.

Growth measures for teachers may be determined by evaluating the aggregate growth of the individual students in the teacher's class. Similarly, value (progress) tables may be used to derive growth measures for principals by aggregating the growth demonstrated by students in the principal's school.

Since the value table model is not dependent on students having "similar score histories," the process by which student growth is being measured will be easier to explain, and students and teachers will know in advance what score on the current year's test will be necessary for the student to demonstrate growth. In addition, growth data from the value tables should be available soon after the student finishes testing rather than waiting until all test data are available, as is the situation with SGPs. Lastly, this model can be applied to the alternate tests that have been approved as part of Virginia's assessment program as well as to the Standards of Learning (SOL) tests taken by most students; thereby ensuring that a growth measure will be available to additional students who take the state tests.

Value (progress) table data will be provided to school divisions by teacher for teacher evaluation and by school for use in principal and superintendent evaluations.

Impact on Fiscal and Human Resources:
Implementation of the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* will require additional training.

Timetable for Further Review/Action:
The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* will be disseminated by a Superintendent's Memorandum and posted on the Department of Education Web site.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* and authorize the Department of Education staff to make technical amendments, if needed.

Rationale:
The U.S. Department of Education (USED) granted Virginia a four-year renewal of the state's ESEA (Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001) flexibility plan through the 2018-2019 school year. As part of that renewal plan, Virginia recommended replacing Student Growth Percentiles with value tables (progress tables) for use with Virginia's model evaluation systems, beginning in the 2015-2016 school year. The attached *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* reflect this revision.

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P. O. Box 2120
Richmond, Virginia 23218-2120

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers

Approved by the Virginia Board of Education on April 28, 2011, effective July 1, 2012

Revisions to the *Guidelines* presented to the Board of Education on June 25, 2015, and July 23, 2015

~~*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.~~

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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~~ achievement;

- 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*. Evaluations shall include student academic progress as a significant component and an overall summative rating. 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~~ As prescribed by the *Code of Virginia*, each teacher must receive a summative evaluation rating~~,~~. ~~and that the rating be determined by~~ The Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers recommend* 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 Maxim izes 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~~progress data when available as well as other multiple measures of student academic progress.

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)?

[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 _____

Observer's Name _____

The teacher is: ☐ Probationary ☐ Continuing Contract

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.

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

[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.

Name of 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's Name 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…						
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~~ progress 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~~ providing progress (value) table data, 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 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~~ progress (value) table data 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~~ progress 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~~ progress table data to teacher performance evaluation is 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)~~progress tables -- 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~~ progress table data could be applied at the school level, grade level, department, sub-group, or by the individual teacher 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~~ progress table data to teachers who are supporting mathematics and reading achievement would be a local one; it is critical that decisions to apply ~~SGP~~progress table 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~~progress table data. An example of an appropriate application of the ~~student growth percentile~~progress table data 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~~progress table data 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~~progress table data 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~~Progress Table Data**	**Other Student Academic Progress Measures**
Teachers of reading and mathematics for whom ~~student growth percentiles~~progress table data are available	Twenty (20) percent of the total evaluation based on ~~median growth percentile~~progress table data 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 consecutive years are available~~; three years should be reviewed whenever possible~~.	Twenty (20) percent of the total evaluation based on other measures of student academic progress: • ~~q~~Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • ~~s~~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~~progress table data 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~~progress tables 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 consecutive years~~;~~	Twenty (20) or 40 percent of the total evaluation based on measures of student academic progress other than the ~~SGP~~progress table data, depending on the application of ~~student growth percentiles~~this data to teachers who support mathematics and reading instruction: • ~~q~~Quantitative measures already available in the school that are validated and provide valid

Teachers	Application of ~~Student Growth Percentiles~~Progress Table Data	Other Student Academic Progress Measures
	~~and include~~: • Decisions about the application of ~~student growth percentiles~~progress table data for support teachers must be made locally. • Depending on schoolwide goals, it is possible that all instructional personnel in a school are considered support teachers.	measures of student academic growth (as opposed to absolute achievement) should be given priority in evaluation. • ~~s~~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.
Teachers who have no direct or indirect role in teaching reading or mathematics in grades where ~~SGPs~~progress table data are available	Not applicable	Forty (40) percent of the total evaluation based on measures of student academic progress other than the ~~SGP~~progress table data: • ~~q~~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. • ~~s~~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

Teachers	Application of ~~Student Growth Percentiles~~Progress Table Data	Other Student Academic Progress Measures
		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 (or a specific period time). More specifically, the intent of student achievement goal setting is to:

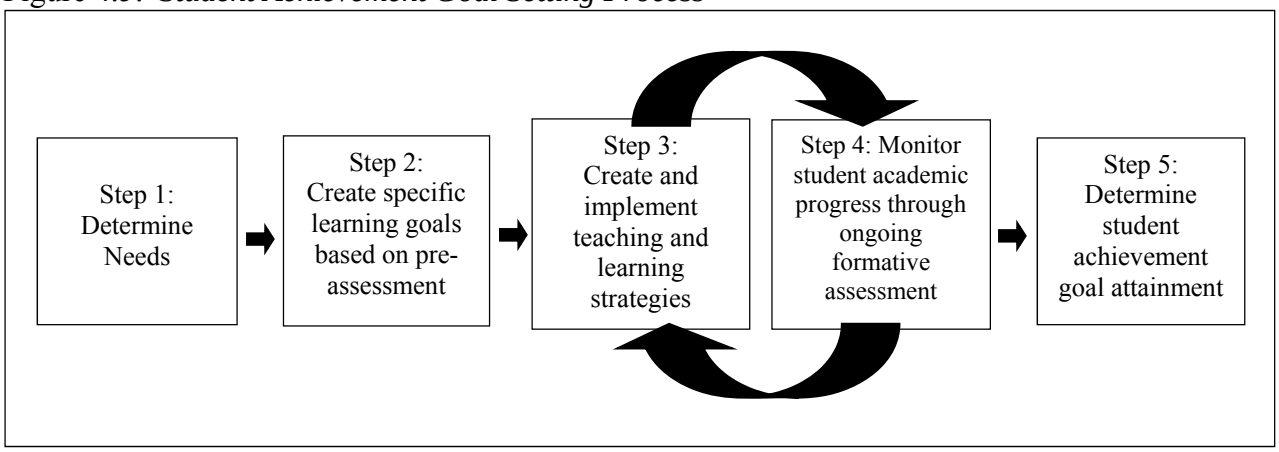
- make explicit the connection between teaching and learning;
- make instructional decisions based upon student data;
- provide a tool for school improvement;
- increase the effectiveness of instruction via continuous professional growth;
- focus attention on student results; and ultimately

- 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 these 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 measurable 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~~51-52.

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/Subject _____ **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~~Progress ☐ ***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~~progress table data will be provided, when available.

[17] Teachers and administrators need to determine the applicability of ~~student growth percentiles~~progress table data 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~~progress table data will include those who: ~~participated in alternative assessments,~~ transferred into their classroom from out of state or late in the school year, do not have two consecutive years of failing SOL test scores,or have earned sufficiently high scores on the SOL test that the ~~student growth percentile~~progress table data was not provided. In situations in which a significant proportion of students taught do not have ~~a growth percentile~~progress table data, this measure of student progress ~~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~~55-58.

SAMPLE Teacher Interim Performance Report

Teacher's Name _____ ***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~~progress data 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., "developing/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
Developing/ 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.*

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

Sample Performance Indicators

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

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet the students' needs.

3.4 Reinforces learning goals consistently throughout the lesson.

3.5 Uses a variety of effective instructional strategies and resources.

3.6 Uses instructional technology to enhance student learning.

3.7 Communicates clearly and checks for understanding.

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.*

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.

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~~progress table data 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's Name _____ ***School Year(s)*** _____

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

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

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*

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~~progress data when available as well as other multiple measures of studen 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 "Developing/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's Name _____ **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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Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals

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Part 1: Introduction

Why Good Evaluation is Necessary[1]

Principal evaluation matters because school leadership matters. In fact, "school leadership is frequently described as the key element of a high-quality school, and stories of the inspirational and effective principal are plentiful and oft-repeated."[2] Research in the field has consistently revealed that school leadership has an important impact on student achievement gains or progress over years.[3] In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effect on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy.[4] Evaluation systems must be of high quality if we are to discern whether our principals are of high quality. The role of a principal requires a performance evaluation system that acknowledges the complexities of the job. Principals have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the principals with the support, recognition, and guidance they need to sustain and improve their efforts.[5]

Because principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness. A meaningful evaluation focuses on professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership. The benefits of a rigorous evaluation system are numerous and well documented. Goldring and colleagues noted that when the process of evaluation is designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:[6]

- as a benchmarking and assessing tool to document the effectiveness of principals for annual reviews and compensation;
- as a targeting tool to help principals focus on performance domains and behaviors that are associated with student learning;
- as a tool of continuous learning and development to provide both formative and summative feedback to principals, identify areas in need of improvement, and enable principals to make informed individualized decisions regarding professional development in order to bridge the gap between current practices and desired performance; and
- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger schoolwide improvement.

Problems with Current Evaluation Systems

Unfortunately, even though a principal's effectiveness[7] is recognized as an 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 among poor, average,

good, and excellent principals. A comprehensive review of principal leadership evaluation practices in the United States indicated that although states and divisions focused on a variety of performance areas (such as management, external environment, or personal traits) when evaluating their principals, they had very limited coverage of leadership behaviors that ensured rigorous curriculum and quality instruction, which are linked with schoolwide improvement for student learning, the ultimate purpose of schooling.[9] When examining the process of principal evaluation more closely, it was found that the usual practices of principal evaluation lacked justification and documentation in terms of the utility, psychometric properties, and accuracy of the instruments.[10] Ginsberg and Thompson commented that "the state of research on principal evaluation emphasizes the lack of empirically supported information about best practices."[11]

Other flaws in the ~~current~~ principal evaluation process include:

- an absence of meaningful and timely feedback from evaluation to most principals;
- a lack of impact and consequence of evaluation;
- an absence of clear communication of criteria and standard protocols in principal evaluation;
- a lack of relevance of the evaluation to enhance principal motivation and improve performance;[12] and
- inconsistencies in evaluation instruments that do not align with professional standards, which could produce role conflict and subsequent role strain as principals find it challenging to comprehend what they should focus their attention on.[13]

Importance of Recognizing Principal Effectiveness

Characterizing principal effectiveness is important because there is a substantial relationship between the quality of the principal and student achievement. Principal leadership plays an important role in the selection, support, and success of school-level instructional process.[14] Waters, Marzano, and McNulty conducted a meta-analysis of research on effects of principal leadership practices on student achievement.[15] After analyzing studies conducted over a 30-year period, they found that the effectiveness of a school's leadership is significantly associated with increased student academic performance. For instance, a number of leader behaviors related to vision, such as establishing clear goals and fostering shared beliefs, were associated with student learning. They found the average effect size between leadership and student achievement is .25. That means a one standard deviation improvement in leadership effectiveness can translate into an increase of ten percentile points in student achievement on a standardized, norm-referenced test. It is important to recognize that effective principals influence student learning, either directly or indirectly. It is also important to understand the ways and means by which principals influence their schools' educational programs. Therefore, a rigorous principal evaluation system should be able to discriminate the performance of principals and provide informative feedback for improvement.

Purposes of Evaluation

The primary purposes of a quality principal evaluation system are to:

- optimize student learning and growth;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the principal and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.[16]

A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the principal performance standards;
- a focus on the relationship between principal performance and improved student learning and growth;
- the use of multiple data sources for documenting performance, including opportunities for principals 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 principals' involvement in the evaluation process; and
- a support system for providing assistance when needed.[17]

Purposes of this Document

This document was developed specifically for use with school principals and assistant principals. For the purpose of this document the term principal will be used to reference both principals and assistant principals. 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 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 (2) that school boards' procedures for evaluating principals and assistant principals 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*. Evaluations shall include student academic progress as a significant component and an overall summative rating. 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 22.1-294. (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** [emphasis added] and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293….

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* set forth seven performance standards for all Virginia principals. Pursuant to state law, principal evaluations must be consistent with the performance standards (objectives) included in this document.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* 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 principal 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 principals address student academic progress. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* call for each principal to receive a summative evaluation rating and that the rating be determined by weighting the first six standards equally at 10 percent each, and the seventh standard, Student Academic Progress, account for 40 percent of the summative evaluation.

Part 2: Uniform Performance Standards for Principals

The uniform performance standards for principals 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 leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Defining Principal Performance Standards

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

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators.

Performance Standards

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

Figure 2.1: *Performance Standards*

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

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which principals are meeting each standard. This helps principals 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. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Evaluators and principals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a principal'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: 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

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

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 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.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 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.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Note: Performance Standard 7: If a principal effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 7: Student Academic Progress – would be positive. The Virginia principal 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. Trend analysis should be used where applicable.

Part 3: Documenting Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the principal's work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on principal performance.

Figure 3.1: *Suggested Documentation Sources for Principal Evaluation*

Data Source	Definition
Self-Evaluation	Self-evaluation reveals principals' perceptions of their job performance. Results of a self-evaluation should inform principals' personal goals for professional development.
Informal Observation/ School Site Visits	Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
Portfolio/ Document Log	Portfolios/document logs provide documentation generated by principals as evidence of meeting the seven performance standards.
Teacher/Staff Survey	Climate surveys provide information to principals about perceptions of job performance. The actual survey responses are seen only by the principal who prepares a survey summary for inclusion in the portfolio/document log.
Goal Setting	Principals, in conjunction with their evaluators, set goals for professional growth and school improvement.

Note: All recommended data sources may not always be necessary in a principal evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs.

To address the contextual nature of the principal's job, each principal should provide a school profile narrative to his or her evaluator. This may be done via the *Student Academic Progress Goal Setting Form*. It is strongly recommended that the principal also discuss the unique characteristics of the school with the evaluator.

Alignment of Performance Standards with Data Sources

Whether a principal is meeting the performance standards may be evidenced through multiple data sources. Figure 3.2 shows the alignment of performance standards by data sources.

Figure 3.2: Aligning Multiple Data Sources with Performance Standards

Performance Standard	**Self-Evaluation**	**Informal Observation/ School Site Visits**	**Portfolio/ Document Log**	**Teacher/Staff Survey***	**Goal Setting**
1. Instructional Leadership	/	/	X	X	
2. School Climate	/	X	X	X	
3. Human Resources Management	/		X	X	
4. Organizational Management	/	/	X	/	
5. Communication and Community Relations	/	X	X	/	
6. Professionalism	/	X	X	/	X
7. Student Academic Progress			X		X

** Survey summaries are part of the portfolio/documentation log.*
X = Primary Data Source / = Secondary Data Source

Evaluators may choose to use the *Formative Assessment Form* at the end of the chapter to document evidence from any of these sources.

Self-Evaluation

Self-evaluation is a process by which one may judge the effectiveness and adequacy of his or her performance, effects, knowledge, and beliefs for the purpose of self-improvement.[18] By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.[19] Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help a principal to target areas for professional development. A sample *Principal Self-Evaluation Form* is provided on the following pages.

SAMPLE Principal Self-Evaluation Form

Directions: Principals 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.

Principal: _____ Date: _____

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.

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:

Informal Observation/School Site Visits

Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

Site visits are a method by which evaluators may gain insight into whether principals are meeting the performance standards. Evaluators are encouraged to conduct multiple site visits to the principal's school. During a site visit, evaluators should discuss various aspects of the job with the principal. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the principal reflect on his or her performance, which may provide insight into how the principal is addressing the standards. Such a discussion may also help the principal to think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators can use the principal's responses to the questions to determine issues they would like to further explore with the principal's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, and by having an honest, open discussion, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school changes. The site visit also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the *Informal Observation/Site Visit Form* on the following page. Following the site visit, evaluators should provide feedback to the principal.

SAMPLE Informal Observation/Site Visit Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits. Suggested guiding questions for discussion are listed under each standard.

Principal's Name: _____ Date: _____

Evaluator's Name: _____

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.

Suggested Guiding Questions/Prompts:

- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Comments:

Performance Standard 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.

Suggested Guiding Questions/Prompts:

- *Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

Comments:

Performance Standard 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.

Suggested Guiding Questions/Prompts:

- *Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

Comments:

Performance Standard 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.

Suggested Guiding Questions/Prompts:

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Comments:

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Suggested Guiding Questions/Prompts:

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Comments:

Performance Standard 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.

Suggested Guiding Questions/Prompts:

- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

Comments:

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

Suggested Guiding Questions/Prompts:

- *What is the goal setting process in your school for student academic achievement?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *Please explain how interventions are designed and implemented to support student learning.*
- *What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?*
- *How do you empower teachers to be truly engaged in improving student success?*

Comments:

Evaluator's Signature

Date

Portfolio/Document Log

School divisions should consider a version of a portfolio or document log to best fit their needs. Artifacts of a principal's performance can serve as a valuable and insightful data source for documenting the work that principals 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 principals' own documentation of their work by various names, but the purpose is essentially the same – to provide evidence of leadership excellence.

Documentation provides evaluators with information related to specific standards and provides principals with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a principal's effort to document exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously identified deficiency.

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 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. Within that binder or folder, principals may organize the material in any way they see fit; however, the emphasis should be 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 principal. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting performance 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. The portfolio is an official document that is maintained by the principal and reviewed periodically by the evaluator. It is the property of the principal and follows the principal when work assignments change. The division should provide the guidelines for the portfolio and may provide the physical notebook, cover, and dividers if it is to be submitted in hard copy.

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

SAMPLE Portfolio Table of Contents

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

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.

A sample *Documentation Cover Sheet* is provided on the following page. This sheet is designed to help a principal organize documents. Also, the sheet provides examples of the types of material a principal might consider providing to show evidence of proficiency in the seven performance standards.

While the preceding paragraphs have referred to the principal providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the principal's performance. This type of evaluator documentation may come from a variety of sources such as those mentioned in the *Informal Observation* section (informally observing the principal during meetings, watching his or her interactions with others, etc.). <u>This type of documentation should be considered along with the principal's own documentation when making formative and summative assessments.</u> As such, evaluators should write comments related to their own documentation on the *Formative Assessment Form* or the *Summative Assessment Form*, as applicable.

SAMPLE Documentation Cover Sheet

Directions: The principal should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation also may need to be supplemented with conversation, discussion, and/or annotations to clarify the principal's practice and process for the evaluator.

Principal: _____

School: _____ **School Year:**_____

Standard	Documentation Included
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 of quality instructional and support personnel.*	
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.*	

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

Suggested documentation that may be included: *(This list is intended to provide examples and will vary based on the school's unique characteristics.)*

1. Instructional Leadership: school improvement plan; strategic plan; vision/mission/core belief statements; staff evaluation grid; leadership/school improvement team agendas; building administrator responsibility chart; professional goals; master schedule; student progress monitoring data; schedules for students in the alternative education program; project-specific summaries of a goal; compliance with *Standards of Accreditation*; program development; staff development plan; school committees and members.

2. School Climate: monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; teacher/staff appreciation; summary of surveys of staff; student recognition; student groups/clubs.

3. Human Resources Management: staff evaluation schedule including observation schedule; evidence of teachers and staff serving as leaders in the school, school division, and school community; monthly discipline report by teacher; teacher licensure renewal schedule; staff evaluations; staff recognition program; Performance Improvement Plans; mentorship program.

4. Organizational Management: building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; career and technical education compliance; special education compliance; long-range goals; short-range goals.

5. Communication and Community Relations: faculty meeting agendas; newsletters; PAC/PTO/PTA agendas; optional parent/community survey; Web site link; completion of annual school safety audit; Safe School's committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups.

6. Professionalism: staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership.

7. Student Academic Progress: analysis of grades for the marking period; documentation of meeting established annual goals (e.g., school improvement plan); ~~student growth percentile~~progress (value) table data, if available and appropriate; data on student achievement from other valid, reliable sources (e.g., percent of students taking the SATs, pattern of improvement in advanced pass rate on Standards of Learning assessments, etc. *See listing in the Goal Setting section of this document.*).

Teacher/Staff Surveys

Surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the principal's performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) — in other words, to provide feedback directly to the principal for professional growth and development. Teacher/staff surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Principals should administer annual teacher/staff surveys according to school division guidelines during a specified time period (for example, the second nine weeks). The principal will retain sole access to the teacher/staff surveys; however, the principal will provide a summary of the surveys to the evaluator as part of the portfolio/document log.

The survey asks teachers/staff to report on items that they have directly experienced. The survey questions address the first six of the leader performance standards. At the principal's discretion, additional questions may be added to the survey. The table of specifications in Figure 3.3 illustrates the alignment between the survey items and performance standards.

Figure 3.3: Table of Specifications

Principal Performance Standards	Survey Item #
1 - Instructional Leadership	1, 3, 10, 13, 18
2 - School Climate	7, 11, 14, 22
3 - Human Resources Management	4, 5, 12, 15, 21, 22
4 - Organizational Management	6, 7, 8, 9, 10, 16, 20
5 - Communication and Community Relations	2, 17, 20, 21, 23
6 - Professionalism	11, 19, 24, 25

SAMPLE Teacher/Staff Survey[a]

Principal's Name: _____ **Date:** _____

Survey Respondent is: ☐ Teacher/Instructional Staff ☐ Support Staff

Directions: Please respond to each statement fairly to help the principal improve his/her performance. If an area is marked with a D, please provide a written explanation. The principal will tally the results and share them with his/her immediate supervisor.

Key: E – Exceeds expectations of performance M – Meets expectations of performance
D – Demonstrates unacceptable performance N – No basis for judgment

The principal…	**E**	**M**	**D**	**N**
1. Is interested in building a quality school which provides quality education.				
2. Maintains open lines of communication with employees.				
3. Visits my classroom or work space.				
4. Makes helpful recommendation to me for improvement of performance.				
5. Carries out the evaluation program as it is outlined.				
6. Uses judgment, creativity, and logical thinking in solving problems.				
7. Initiates change for the good of students and for the running of the school.				
8. Balances curricular and co-curricular assignments/duties.				
9. Procures needed materials and equipment.				
10. Involves teachers appropriately in decision-making.				
11. Treats all teachers fairly.				
12. Supports teachers in conferences with students and/or parents to the extent circumstances permit.				
13. Keeps class interruptions to a minimum.				
14. Assists in the supervision of students in the halls and cafeteria.				
15. Seeks teacher recommendations for meaningful in-service programs.				
16. Keeps paperwork to a minimum.				
17. Keeps teachers informed appropriately of communications from the superintendent and other central office personnel.				
18. Gives leadership in the improvement of instruction.				
19. Keeps current on educational research and trends.				
20. Involves teachers in developing the biannual school plan.				
21. Gives constructive criticism to teachers in private.				
22. Builds/maintains desirable morale level among teachers.				
23. Listens to the views of parents and other citizens and implements their recommendations when feasible.				
24. Displays a pleasant disposition.				
25. Earns respect from teachers.				

[a] Questions adapted from prior work with Orange County Public Schools

COMMENTS:

SAMPLE Survey Summary Form

Principal's Name: _____ Date: _____

School: _____ School Year: _____-_____

Directions: Principals should tabulate and analyze the teacher/staff surveys and provide a summary of the results. This should be included as part of the principal's documentation.

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? **_____%**

Teacher/Staff Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:

   A) What did teachers/staff perceive as your major strengths?

   B) What did teachers/staff perceive as your major weaknesses?

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

SAMPLE Formative Assessment Form

Note: The formative assessment form is included as an option to be used if it is determined to be in the best interest of the local school division.

Directions: Use this form to comment on evidence related to the standards from discussions with the principal, site visitations, student academic progress and achievement data, and documentation provided by the principal. Evaluators may use multiple formative assessment forms, as applicable.

Principal's Name: _____ Date: _____
Evaluator's Name: _____

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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 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.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 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.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

Commendations:

Areas of Growth:

_____ _____

Evaluator's Signature Date

_____

Evaluator's Name

Part 4: Connecting Principal Performance to Student Academic Progress

Research in the field has consistently revealed that school leadership has an impact on student achievement gains or progress over years.[20] Simply stated, a school with strong leadership can have a positive effect on student learning, whereas a school with ineffective leadership can negatively affect student achievement.[21] Research also strongly supports the argument that ineffective teachers negatively impact students' learning while effective teachers lead to higher student achievement growth. Principals represent a key component in this equation as they are charged with supporting and accurately evaluating teachers, and in many cases, are directly responsible for selecting and retaining them. Using measures of student academic progress to inform principal evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement, and principals have a direct impact on teacher quality.

Why Connect Principal Performance to Student Academic Progress?

There are many reasons for including student academic progress as part of the principal evaluation process.

- Principals have an indirect, but powerful, influence on student achievement. The effect is most apparent through principals' influence on those who directly interact with students in instructional settings.[22]
- Principals influence student achievement through their leadership style[23] and their influence on school climate.[24]
- Principals of schools with high student achievement empower teachers to focus on student achievement and to make their own decisions in the classroom.[25]
- A strong leader committed to education is a common element in schools with at-risk populations that exceed expectations for student achievement.[26]

Implementation Concerns

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. When deciding to include student academic progress in principal evaluation, divisions need to be aware of several implementation concerns:

- The increased focus on using student learning measures in principal evaluation may be new for some principals and their evaluators. Thus, there may be initial concerns to this change in evaluation practices.
- Testing programs in many states and school divisions 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 ~~has developed the capability to calculate student growth percentiles,~~ is providing progress (value) table data, ~~they~~this measure will only be calculated for teachers of grades 4-8 in reading and mathematics and in Algebra I through grade 9.

Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Section 22.1-294 of the *Code of Virginia* (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

> B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** [emphasis added] and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

Methods for Connecting Student Performance to Principal 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 a principal'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. 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~~progress (value) table data in the school as provided by the Virginia Department of Education when the data are available and can be used appropriately.[27]
   - 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., Standards of Learning assessment results, state benchmarks) for the school.

3. For high school principals: 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., Standards of Learning assessment results, state benchmarks) for the school.

~~Student Growth Percentiles~~

~~Student growth percentiles (SGPs) provide student-level progress information for students. SGPs range from 1 to 99, where higher numbers represent higher relative progress and lower numbers represent lower progress, relative to students who have similar SOL test scores in the past. The statistical method works independently of SOL performance levels. Therefore, nearly all students for whom a student growth percentile is available, no matter the scores they earned on past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year's test.~~

~~SGPs describe the percentile for ***change in achievement***, not absolute achievement.[a] Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earned an SGP of 90 on an SOL reading assessment earned a score that was as high as or higher than 90 percent of the other students statewide who had similar SOL score histories in reading. Only 10 percent of students with similar prior achievement histories earned higher scores. Similarly, a student who earned a student growth percentile of 25 on his/her mathematics SOL test earned a score that was as high or higher than 25 percent of the students statewide who had SOL score histories in mathematics, whereas 75 percent of students with similar SOL score histories earned higher scores.~~

~~For use in principal evaluation, it will be necessary for school divisions to aggregate the SGP data at the school level to determine a progress measure. 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 — half of students earned higher SGPs and half earned lower SGPs.~~

~~As shown in Table 1, VDOE has defined categories of growth levels to assist in interpreting the student growth percentile data.~~

~~Table 1: *Recommended interpretation of median growth percentiles when used in principal performance evaluation*~~

~~**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.~~

~~[a] For more information, visit http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml.~~

~~These categories were chosen based on evidence that interpretive categories are more stable over time when three categories are used.[b] Over time and with more experience with the data, school divisions may choose to use more categories (e.g., very low, low, moderate, high, very high) if evidence supports the reliability of the measure.~~

~~Before using the median SGP as 20 percent of a principal's evaluation, it is important to determine whether sufficient student growth percentile data are available to apply to the evaluation. Minimum requirements for sufficient data are:~~

- ~~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.~~

~~Figure 4.1 shows how SGPs should be incorporated into principals' performance evaluations when the above conditions are met. Note that when there are insufficient SGPs to be representative of students in the school, it may still be appropriate to use SGPs as one component of the evaluation of student academic progress but at a lower percentage; in such cases, other validated quantitative measures of growth should be incorporated~~.

Figure 4.1 provides guidance for incorporating multiple measures of student academic progress into principals' performance evaluations.

~~[b] Measuring growth in student performance on MCAS: The growth model. Presentation from Robert Lee, Massachusetts Department of Education. Presentation to Virginia Stakeholders, November 2010.~~

Figure 4.1: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Principal Performance Evaluations*

Principal	Application of ~~Student Growth Percentiles~~Progress Table Data	Other ~~Measures of~~ Student ~~Growth and Achievement~~Academic Progress Measures
Elementary School and Middle School	Twenty (20) percent of the total evaluation based on ~~student growth percentiles~~progress table data*	Twenty (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. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.
High School	Not applicable	Forty (40) percent of the total evaluation based on measures of student academic progress other than the ~~SGP~~progress table data. • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.

***** When there are not sufficient ~~SGPs~~progress table data to be representative of students in the school, it may be appropriate to use ~~student growth percentiles~~progress table data as one component of the student academic progress standard but at less than 20 percent of the full evaluation, incorporating other validated quantitative measures of growth.

Goal Setting

One approach to linking student academic progress to principal performance involves building the capacity for principals 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 academic progress. *Student Academic Progress Goal Setting* is designed to improve student learning.

In many cases, measures of student performance can be directly documented. A value-added or gain score approach can be summarized using the equation in Figure 4.2.

Figure 4.2: *Gain Score Equation*

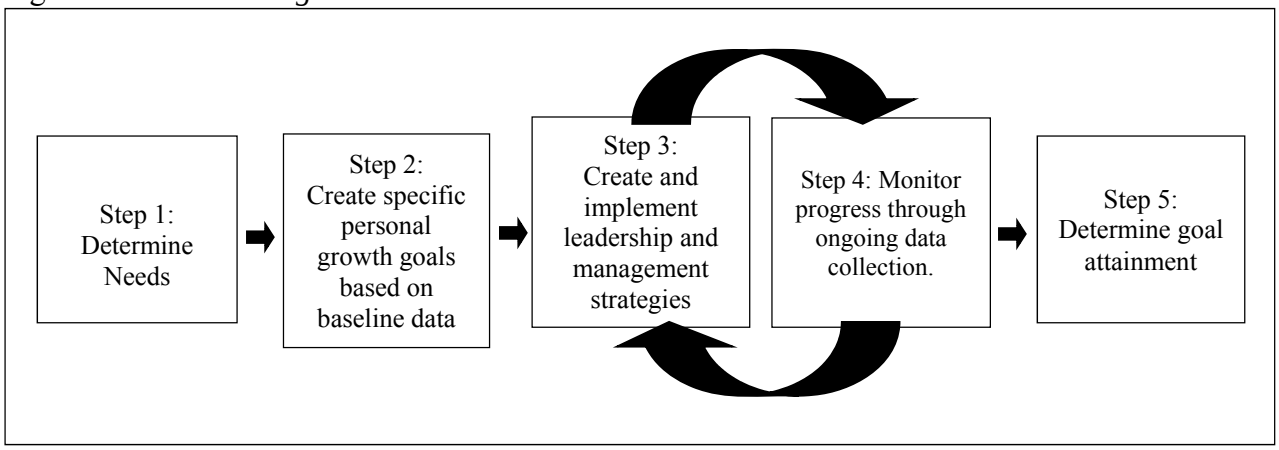
Student Learning End Result
- Student Learning Beginning Score
Student Gain Score

Goal Setting Process

Principals are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The principal's and school goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Progress Goal Setting Form* on the following pages may be used for developing and assessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the measurable difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, principals 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 principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 4.3 depicts these steps.

Figure 4.3: *Goal Setting Process*[28]



Examples of Measures of Student Academic Progress

To be able to measure goal attainment, principals must identify valid measures of student academic progress appropriate to their school settings. Below are suggested focus areas for goal setting (not intended as an exhaustive list and each school division/school should determine valid measures that are appropriate for each unique school setting) that provide measures of student academic progress that focus on school improvement:

Possible Examples of Measures

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- 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)
- Decrease in achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one
- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten
- Increase in the percentage of students making at least one year's growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three
- Increase in the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science
- Decrease in the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase in the percentage of English Learners (ELs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading on grade level

- Pattern of increased percentage of middle school students taking high school level courses
- Increase in examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, speech)
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college-level courses
- Pattern of increased number of students earning college credit while in high school
- Increase in the number/percentage of students in underperforming subgroups who enroll in college-level courses in high school
- Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
- Increase in the number/percentage of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
- Decrease in the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
- Pattern of increased attainment of advanced diplomas
- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase in the percent of students taking the SATs
- Increase in the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase in the number/percent of students involved in one or more extracurricular activities

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.

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 4.4) is a useful way to self-assess a goal's feasibility and worth.

Figure 4.4: *Acronym for Developing Goals*

Specific:	The goal is focused.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the principal's control to effect change.
Realistic:	The goal is feasible for the principal and/or school.
Time limited:	The goal is contained within a single school year.

Submission of the Goal Setting Form

Principals complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year principals are responsible for submitting their goals to their evaluator early in the school year.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all principals. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to March 1. It is the evaluator'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 evaluator, each principal is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A principal 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, evaluators and individual principals may extend the due date for the end-of-year reviews in order to include the current year's data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

SAMPLE Student Academic Progress Goal Setting Form

Directions: This form is a tool to assist principals in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Principal's Name: _____

School: _____ **School Year:** _____

Evaluator's Name: _____

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)	
II. Content/Subject/Field Area (Describe the area/topic addressed based on learner achievement, school achievement results, 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 (Check the standard to which the strategies relate.)

☐ 1. Instructional Leadership ☐ 2. School Climate ☐ 3. Human Resources Management
☐ 4. Organizational Management ☐ 5. Communication and Community Relations
☐ 6. Professionalism ☒ 7. Student Academic Progress

Strategy	*Measurable By*	*Target Date*

VI. Mid-Year Review (Describe goal progress and other relevant data.)	Mid-year review conducted on_____ Initials _____ _____ Admin. Eval.
VII. End-of-Year Data Results (Describe accomplishments at the end of year.)	☐ Data attached

Initial Goal Submission (due by _____ to the evaluator)

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____Date: _____

End-of-Year Review

☐ **Appropriate Data Received**

Did the strategies used and data provided demonstrate application of professional growth?
☐ **Yes** ☐ **No**

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Part 5: Rating Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of principals. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the division, other division administrators 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 principal evaluation systems include an interim or annual review, especially for beginning principals, 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 *Principal Interim/Annual Performance Report* that indicates if a principal has shown evidence of each of the performance standards. The evaluator should share his or her assessment of the principal's performance by a given date (for example, the last school day before winter break). *Please note that the Principal Interim/Annual Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance.* A sample *Principal Interim/Annual Performance Report* is provided on the next several pages. This form is optional, and its use should be decided on by the local school division.

SAMPLE Principal Interim/Annual Performance Report

Note: This is an optional report. Local school divisions should determine its use.

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations, portfolio/document log review, and other appropriate sources. Evaluators may choose to use the "Evident" or "Not Evident" boxes provided under each standard to assist with documenting the principal's progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

Principal's Name: _____ Date: _____

Evaluator's Name: _____

Strengths:

Areas of Improvement:

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 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.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 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.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

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. 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 principals.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined 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 principals not meeting expectations (i.e., "Developing/Needs Improvement" and "Unacceptable"). The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.*

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

Cat.	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: • sustains high performance over the evaluation cycle • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Proficient	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	Effective performance: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the principal's performance is lacking in a particular area. The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Below acceptable performance: • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and evaluator
Unacceptable	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

How a Performance Rubric Works

Evaluators have two tools to guide their judgments for rating principals' 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 performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all principals. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership 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*

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal actively and consistently employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	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 school improvement.	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Rubrics for Performance Standards

Principals are evaluated on the performance standards using the following performance appraisal rubrics:

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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.	**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.**	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	**The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.**	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal consistently demonstrates expertise in human resources management, which results in a highly-productive work force (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).	**The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.**	The principal inconsistently assists with selection and induction and/or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal is highly effective at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	**The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.**	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	**The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.**	The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.

Performance Standard 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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher**.**

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	**The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.**	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal shows disregard for professional standards and ethics and/or engaging in continuous professional development, or contributing to the profession.

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

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 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.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 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.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
In addition to meeting the standard, the principal's leadership results in a high level of student academic progress with all populations of learners.	**The principal's leadership results in acceptable, measurable, student academic progress based on established standards.**	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.

Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a principal's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Principal Summative Performance Report* is provided later in this document. The results of the evaluation must be discussed with the principal at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. Summative ratings should apply the rating for each of the seven performance standards, 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 Principal Performance Evaluation

Principal Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Exemplary	4	1	4
Standard 2	Proficient	3	1	3
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Exemplary	4	1	4
Standard 7	Exemplary	4	4	16
Cumulative Summative Rating				**36**

Principal Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Proficient	3	1	3
Standard 2	Developing/Needs Improvement	2	1	2
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Developing/Needs Improvement	2	1	2
Standard 7	Proficient	3	4	12
Cumulative Summative Rating				**28**

Divisions will have to determine the range of scores within the Cumulative Summative Rating that are indicative of "Exemplary," "Proficient," "Developing/Needs Improvement," and "Unacceptable" performance. The Department of Education will provide guidelines for school divisions.

SAMPLE Principal Summative Performance Report

Directions: Evaluators use this form prior to providing the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal's Name: _____ School Year(s): _____
School: _____

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.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 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.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 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.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Overall Evaluation Summary (based on cumulative summative rating range decided by school division):
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:

Principal Improvement Goals:

Evaluator's Name	Principal's Name
Evaluator's Signature	Principal's Signature (Principal's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
Date	Date
Superintendent's Name	
Superintendent's Signature	Date

Part 6: Improving Principal Performance

Supporting principals is essential to the success of schools. Many resources are needed to assist principals in growing professionally. Sometimes additional support is required to help principals 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 division-level discussion between the evaluator and the principal. 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 principal of performance that *requires* improvement due to less-than-proficient performance.

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 principals who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth	For principals whose work is in the "developing/needs improvement" "unacceptable" categories
Initiates Process	Evaluator or principal	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/ other forms of documentation at the division level	Form Required: *Performance Improvement Plan* Division level Superintendent is notified
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the principal In some instances, little or no progress – the employee may be moved to a *Performance Improvement Plan*.	Sufficient improvement – recommendation to continue employment Inadequate improvement, recommendation to continue on *Performance Improvement Plan* OR dismiss the employee

Support Dialogue

The *Support Dialogue* is initiated by evaluators or principals 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 principals. The option for a *Support Dialogue* is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal'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 the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal 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 in the division 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 principal seeking self-improvement, the evaluator and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For principals for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the principal'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: Principals and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.

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?

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Performance Improvement Plan

If a principal's performance does not meet the expectations established by the school division, the principal will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a principal 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 principal 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 principal 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 principal is placed on a *Performance Improvement Plan,* the evaluator must:

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

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

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

Assistance may include:

- 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 principal 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 principal is no longer on a *Performance Improvement Plan* and is rated "Proficient."

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

c) Little or no improvement has been achieved; the principal is rated "Unacceptable."

When a principal is rated "Unacceptable," the principal 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 principal is rated "Unacceptable" a second time, the principal will be recommended for dismissal.

Request for Review of an "Unacceptable" Rating

The principal 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 Principal Placed on a Performance Improvement Plan)

Principal's Name: _____ School: _____

Evaluator's Name: _____ School Year:_____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The principal's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Principal's Name: _____

Principal'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 Performance Improvement Plan:

- ☐ The performance deficiencies have been satisfactorily corrected: The principal is no longer on a *Performance Improvement Plan*.
- ☐ The deficiencies were not corrected. The principal is recommended for dismissal.

Principal's Name:_____

Principal'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 principal. Pages may be added, if needed.

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Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents

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Part 1: Introduction

Why Good Evaluation is Necessary[1]

More than 20 years ago, in a joint statement, the American Association of School Administrators (AASA) and the National School Boards Association (NSBA) agreed that "informal evaluations cannot provide the board with a complete picture of the superintendent's effectiveness in carrying out her (his) complex job. Regular, formal evaluations offer boards the best means of assessing their chief school administrator's total performance."[2] Despite their agreement, the attention devoted to developing and implementing systematic performance-based evaluation systems for superintendents has been minimal in the intervening two decades.[3] Superintendent evaluation matters because division superintendency matters. Leithwood and Riehl summarized several research-based conclusions about successful leadership; one reads "leadership has significant effects on student learning, second only to the effects of quality of curriculum and teachers' instruction."[4] Both empirical findings and case study observations of leaders in high-performing schools indicate that leaders influence student learning directly by coalescing and supporting teacher efforts to achieve high expectations for student learning.[5]

Case studies of exceptional schools, especially those that succeed beyond expectations, provide detailed portraits of leadership. These studies indicate that school leaders influence learning primarily by galvanizing efforts around ambitious goals, and by establishing conditions that support teachers and that help students succeed.[6] Large-scale quantitative studies conclude that the effects of leadership on student achievement are small, accounting for only about three to five percent of the variation. However, they also indicate that leadership effects appear to be mostly indirect. That is, leaders influence student learning through promoting vision and goals, and through ensuring that resources and processes are in place to enable teachers to teach well.[7] Evaluation systems must be of high quality if we are to discern whether our superintendents are of high quality. The role of a superintendent requires a performance evaluation system that acknowledges the complexities of the job. Superintendents have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the superintendents with the support, recognition, and guidance they need to sustain and improve their efforts.[8]

Because the superintendency is so fundamentally important to school improvement and student success, improving the evaluation of superintendent performance is particularly relevant as a means to recognize excellence in leadership and to advance superintendent effectiveness. A meaningful evaluation focuses on professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership. The benefits of a rigorous evaluation system are numerous and well-documented. Goldring and colleagues noted that when the process of evaluation is designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:[9]

- as a benchmarking and assessing tool to document the effectiveness of superintendents for annual reviews and compensation;

- as a targeting tool to help superintendents focus on performance domains and behaviors that are associated with student learning;
- as a tool of continuous learning and development to provide both formative and summative feedback to superintendents, identify areas in need of improvement, and enable superintendents to make informed individualized decisions regarding professional development in order to bridge the gap between current practices and desired performance; and,
- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger divisionwide improvement.

Limitations of Current Evaluation Systems

Although superintendent effectiveness[10] is recognized as an important factor in improving student academic outcomes, school divisions rarely measure, document, or use superintendent effectiveness ratings to inform decision making.[11] A comprehensive review of superintendent evaluation practices indicates that there is concern about a lack of objectivity in the methods used to evaluate superintendents. Traditionally superintendents are evaluated using written comments or an essay format. There is a need for technically sound, widely available evaluation instruments that may be adapted to the particular circumstances of the school division.[12] In addition, the overwhelming majority of superintendents are evaluated by the members of the board; however, evidence suggests that school board members may not be adequately prepared for evaluating superintendents.[13] Oftentimes, input from other stakeholder groups, such as peers, subordinates, constituents, teachers, and students is not solicited. Furthermore, few superintendents perceive their performance evaluation as contributing to the overall effectiveness of the superintendency and the school system.[14]

Importance of Recognizing Superintendent Effectiveness

In the past school division superintendents may have been viewed as managers of complex bureaucracies rather than instructional leaders; however, the move toward instructional accountability of superintendents is not without merit or empirical evidence.[15] The position of the superintendent within a school division hierarchy suggests their ability to influence the focus and direction of the division organization. Successful innovations and school improvements often have central office support.[16] Hord asserted that the superintendents are in the most expedient position to support instructional improvement within the division.[17] Research indicates that superintendents use their bureaucratic positions in the formal organization to improve instruction through staff selection, principal supervision, instructional goal-setting and monitoring, financial planning, and consultative management practices.[18] Research findings indicate that superintendents of effective school divisions exhibit high levels of involvement in instructional matters and use managerial levers at their disposal to influence the behavior of principals and teachers who are more directly involved in improving classroom teaching and student learning.[19] It is important to recognize that effective superintendency influences student learning, either directly or indirectly. It is also important to understand the ways and means by which superintendents influence their school divisions' educational programs. Therefore, a

rigorous superintendent evaluation system should be in place to discriminate the performance of superintendents and provide informative feedback for improvement.

Purposes of Evaluation

The primary purposes of a quality superintendent evaluation system are to:[20]

- Improve educational performance, both for the superintendent and, ultimately, the entire school division;
- Improve superintendent/board relations and communication;
- Clarify the roles of the superintendent;
- Inform the superintendent of the board's expectations;
- Improve planning;
- Aid in the professional development of the superintendent;
- Serve as a basis for personnel decisions;
- Serve as an accountability mechanism; and
- Fulfill legal requirements.

Candoli et al., and Hoyle et al., suggested that a quality superintendent evaluation system should:

- Meet requirements of personnel evaluation standards, that is, propriety standards, feasibility standards, utility standards, and accuracy standards.
- Build on the strengths of existing superintendent performance evaluation models and avoid their weaknesses.
- Embody and focus on superintendent's generic duties.
- Integrate established evaluation concepts, including the basic purpose of evaluation (assess merit or worth), the generic process of evaluation (delineating, obtaining, reporting, and applying information), the main classes of information to be collected (context, input, process, and product), and the main roles of evaluation (formative input for improvement and summative assessment for accountability).
- Provide for adaptation to the wide variety of school division settings.[21]

Purposes of this Document

This document was developed specifically for use with school division superintendents. 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 superintendent 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 superintendents address student academic progress.

Section 22.1-60.1 (Evaluation of the Superintendent) of the *Code of Virginia* states, in part, the following:

> Each local school board shall evaluate the division superintendent annually consistent with the performance objectives set forth in *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as required by 22.1-253.13:5.

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*. Evaluations shall include student academic progress as a significant component and an overall summative rating. 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….

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* set forth seven performance standards for all Virginia superintendents. Pursuant to state law, superintendent evaluations must be consistent with the performance standards (objectives) included in this document.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* 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 superintendent 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 superintendents address student academic progress; how this requirement is met is the responsibility of local school boards. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* recommend that each superintendent 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.

Part 2: Uniform Performance Standards for Superintendents

The uniform performance standards for superintendents 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 leadership. The performance standards also provide flexibility, encouraging creativity and individual superintendent initiative. The goal is to support the continuous growth and development of each superintendent by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Defining Superintendent Performance Standards

Clearly defined professional responsibilities constitute the foundation of the superintendent performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both superintendents and school boards reasonably understand the job expectations. It should be noted that the superintendent works with the school board, division staff, and other stakeholders to accomplish the performance standards.

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators.

Performance Standards

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

Figure 2.1: *Performance Standards*

1. Mission, Vision, and Goals *The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*
2. Planning and Assessment *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*
3. Instructional Leadership *The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*
4. Organizational Leadership and Safety *The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*
5. Communication and Community Relations *The superintendent fosters the success of all students through effective communication with stakeholders.*
6. Professionalism *The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*
7. Divisionwide Student Academic Progress *The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which superintendents are meeting each standard. This helps superintendents and school boards 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. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Superintendents and school boards should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a superintendent'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: Mission, Vision, and Goals
The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.

1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.

1.3 Keeps the school board informed on needs and issues confronting school division employees and students.

1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.

1.6 Oversees the administration of the school division's day-to-day operations.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.

1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.

Performance Standard 2: Planning and Assessment
The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.

2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.

2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

Performance Standard 3: Instructional Leadership
The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements.

3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Performance Standard 4: Organizational Leadership and Safety
The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.

4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.

4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

4.5 Demonstrates organizational skills to achieve school, community, and division goals.

4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.

4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.

4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

5.1 Models and promotes effective communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

Performance Standard 6: Professionalism
The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.

6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.

6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.

6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

Performance Standard 7: Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.

7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Note: Performance Standard 7: If a superintendent effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 7: Student Academic Progress – would be positive. The Virginia superintendent 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. Trend analysis should be used where applicable.

Part 3: Documenting Superintendent Performance

In order to develop a complete picture of the superintendent's performance, board members should use multiple sources of information in assessing performance quality. These data sources might include formal and informal observations, client surveys, artifacts of performance, goal setting, and other relevant sources of performance information. As representatives of the community, board members often receive unsolicited opinions about the performance of the superintendent, most often from individuals who are not pleased or disagree with an action or decision of the superintendent. Although it is tempting to use selected data sources in assessing the superintendent's performance, *some sources may be more problematic than others; thus, these problematic, unsolicited, non-representative data should be very carefully and cautiously considered before applying the data to superintendent evaluation, if they are to be used at all.* For data sources to be acceptable, they must meet the tests of logic, validity, reliability, fairness, and legality.[a] Answering questions like the ones that follow will assist board members in determining whether various data sources meet these tests:

- Are the data caused by or the responsibility of the superintendent?
- Do the data reflect responsibilities included in the superintendent's job description?
- Are the data linked to student learning, welfare, or other needs?
- Are the data of primary importance in considering the quality of the superintendent's performance?
- Are better data available on the same issue?

Board members should work with the superintendent to reach consensus on the evidence-based data sources to be used.

The suggested sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on superintendent performance. Data sources may include, but are not limited to, the sources in Figure 3.1.

[a] These recommendations are adapted from: Peterson, K.D. (1995). *Teacher evaluation: A comprehensive guide to new directions and practices.* Thousand Oaks, CA: Corwin Press.

Figure 3.1: *Suggested Documentation Sources for Superintendent Evaluation*

Data Source	Definition
Self-Evaluation	Self-evaluation reveals superintendents' perceptions of their job performance. Results of a self-evaluation should inform superintendents' personal goals for professional development.
Documentation Evidence	Items generated by superintendents provide evidence of meeting the seven performance standards.
Client Survey	Client surveys provide information to superintendents about perceptions of job performance. The actual survey responses are seen only by the superintendent who prepares a survey summary as part of the documentation evidence.
Goal Setting	Superintendents, in conjunction with the school board, set goals for professional growth and school improvement. These goals should reflect expected or required performance benchmarks drawn from local and state guidelines and policies.

Note: All recommended data sources may not always be necessary in a superintendent evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs.

Alignment of Performance Standards with Data Sources

Whether a superintendent is meeting the performance standards may be evidenced through multiple data sources. Figure 3.2 shows the alignment of performance standard by data source.

Figure 3.2: Aligning Multiple Data Sources with Performance Standards

Performance Standard	Self-Evaluation	Documentation Evidence	Client Survey*	Goal Setting
1. Mission, Visions, and Goals	/	X	/	X
2. Planning and Assessment	/	X	/	X
3. Instructional Leadership	/	X	/	X
4. Organizational Leadership and Safety	/	X	/	X
5. Communication and Community Relations	/ X / X			
6. Professionalism	/ X / X			
7. Divisionwide Student Academic Progress	X X			

** Survey summaries are part of the documentation evidence.*
X = Primary Data Source / = Secondary Data Source

Note: With only minor modification, selected data sources (e.g., self-evaluation, goal setting) readily could be applied to school board evaluation if the local school board is so inclined.

Self-Evaluation

The superintendent's annual self-evaluation of progress toward meeting performance goals encourages reflection on his/her experiences. It also provides a structure to consider future goals and determine strategies for achieving goals. The self-evaluation process is also useful in promoting the superintendent's professional development. Data from self-evaluations may not be objective enough to use in evaluating the superintendent for summative purposes. However, self-evaluations at the middle and end of each year can reveal discrepancies in perceptions of performance between the superintendent and the board and may be very useful in generating dialogue to discuss discrepancies revealed. The superintendent may consider self-rating at the end of the year and sharing this with the school board. A sample *Superintendent Self-Evaluation Form* is provided on the following pages.

SAMPLE Superintendent Self-Evaluation Form

Directions: Superintendents 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.

Superintendent's Name: _____ **Date:** _____

School Division: _____ **School Year:** _____

1. Mission, Vision, and Goals
The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

2. Planning and Assessment
The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Leadership
The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Divisionwide Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:

Documentation Evidence

Evidence of a superintendent's performance can serve as a valuable and insightful data source for documenting the work that superintendents actually do. Documentation provides school boards with information related to specific standards and provides superintendents with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with the board. Documentation can confirm a superintendent's effort to demonstrate exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously-identified deficiency. Documentation evidence is maintained by the superintendent and reviewed periodically by the school board.

A sample optional *Documentation Cover Sheet* is provided on the next page.

SAMPLE Documentation Cover Sheet *(optional)*

Directions: The superintendent should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the superintendent's practice and process for the evaluator.

Superintendent's Name: _____

School Division: _____ **School Year:** _____

Standard	Documentation Included
1. Mission, Vision, and Goals *The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*	
2. Planning and Assessment *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*	
3. Instructional Leadership *The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*	

Standard	Documentation Included
4. Organizational Leadership and Safety *The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*	
5. Communication and Community Relations *The superintendent fosters the success of all students through effective communication with stakeholders.*	
6. Professionalism *The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*	
7. Divisionwide Student Academic Progress *The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*	

Client Survey

Some would suggest that all members of the community should have an opportunity to provide feedback data for the board to consider in evaluating the superintendent. One consideration in collecting data using a community survey is cost. However, the real challenge is to collect such data so that it meets the tests of logic, reliability, and fairness. Some members of the community will be able to provide information based on personal experience(s) with the schools. For example, those who have children in the schools, who are involved in community organizations that use school facilities, who work in public service agencies, or who are public officials who interface with the school division in various ways may be able to provide such feedback. Community surveys of such individuals have the potential to provide data that meet the tests if they are well conceived, properly administered, and interpreted. Surveys that produce results within reasonable margins of error often are very expensive. Unless they are executed properly, the validity of the results may be questionable. Therefore, surveys should be used sparingly and only for formative purposes. Any such results also should constitute only one component in the superintendent's evaluation system. An optional *Client Survey* is shown on the next page. A divisionwide survey could be used in lieu of a client survey. A *Survey Summary Form* that could be included as part of a superintendent's documentation evidence is included on the subsequent page.

Note: Thoughtful consideration should be given to how client surveys are to be used if, indeed, they are used as a relevant data source for superintendent evaluation. For example, surveys should never be administered in a selective, non-random manner; otherwise, the results will be skewed in an unreasonable and non-representative manner. Additionally, the rules for applying client surveys should be determined in advance of the start of the evaluation cycle. Two basic methods to consider for applying surveys are: 1) as an accountability-focused data source in which the surveys are carefully and fairly administered, scored, and analyzed; or 2) as a formative tool for the professional growth of the superintendent in which the surveys are administered properly, but scored and analyzed by the superintendent, with only a summary report shared with the school board or others.

SAMPLE Client Survey *(optional)*

The purpose of this survey is to allow you to give the superintendent ideas about the quality of his or her performance. The information will be used for improvement purposes.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Listed below are several statements about the superintendent. Check your response to each statement in the appropriate column. If you wish to comment, please write your comments in the space after the items.

_____ _____ _____
Superintendent's Name School Division School Year

Respondent: ___ Parent ___ Community Member ___ Public Official ___ Other (explain)

	The superintendent…	**Cannot Judge**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	Provides effective leadership	0 1	2 3 4			
2.	Involves parents and the community in the identification and accomplishment of school division goals	0 1	2 3 4			
3.	Maintains visibility	0 1	2 3 4			
4.	Demonstrates effective communication skills	0 1	2 3 4			
5.	Develops and communicates a vision for the school division	0 1	2 3 4			
6.	Participates in community activities	0 1	2 3 4			
7.	Encourages the use of community resources and volunteer services	0 1	2 3 4			
8.	Is approachable and accessible	0 1	2 3 4			
9.	Is a positive ambassador for the school division	0 1	2 3 4			
10.	Handles crises in a calm and effective manner	0 1	2 3 4			
11.	Uses sound financial management practices	0 1	2 3 4			
12.	Provides for two-way communication	0 1	2 3 4			
13.	Is sensitive to the needs of all constituencies in our community	0 1	2 3 4			
14.	Demonstrates a professional demeanor	0 1	2 3 4			
15.	Promotes continuous student achievement and school improvement	0 1	2 3 4			

COMMENTS:

SAMPLE Survey Summary Form

Superintendent's Name: _____ Date: _____

School Division: _____ School Year: _____

Directions: Superintendents should tabulate and analyze the client surveys and provide a summary of the results. This may be included as part of the superintendent's documentation.

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? **_____%**

Client Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:
   A) What did clients perceive as your major strengths?

   B) What did clients perceive as your major weaknesses?

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

Part 4: Connecting Superintendent Performance to Divisionwide Student Academic Progress

Measures of student learning are vitally important in judging the effectiveness of superintendents, but they should never serve as the sole source for evaluating performance. Gains in student learning should be used as only one component in the superintendent evaluation system. The use of student academic measures requires pre- and post-assessments using reliable and valid instruments to determine progress. While there is a place and purpose for fixed standards, such as learning to read at an acceptable level, fixed standards, such as SOL tests, must be regarded carefully when applied to the superintendent's evaluation. Repeated measures of student learning over time enhance reliability from a statistical point of view and credibility from a decision making perspective.

Why Connect Superintendent Performance to Divisionwide Student Academic Progress?

The research on student academic progress focuses on both testing and assessment. Research indicates that there is a statistically significant difference in student achievement based on the quality of division-level leadership.[22] The increasing demand for accountability makes it no longer plausible that a superintendent goes before the school board or media, and simply claims that the division is doing a great job in educating students. Superintendents must have the skills to explain how well the students compare to others in the state and nation. Additionally, they must be able to articulate how much students have *increased* in valid and appropriate learning measures. The superintendent must be a linchpin in monitoring and evaluating student achievement and student progress on the basis of objectives and expected student outcomes. Therefore, one of the greatest pressures on school superintendents is to obtain higher performance on high-stakes tests from the schools in their division.[23]

Superintendents must be skilled in responding to accountability demands, from state legislators state department of education, and the local school board, with strategies to meet benchmarks, and help promote a more comprehensive and inclusive learning environment in the school division. There is a delicate balance between following the vision of higher student performance, and the professional and personal concerns of students, staff, and community.[24] Supportive superintendents can influence classrooms through the establishment of mechanisms that can make improved teaching and learning a reality. As an instructional leader, the superintendent should: incorporate research findings on learning and instruction, instructional time, and resources to maximize student outcomes; apply best practices in the integration of curriculum and resources; and employ assessment strategies to help all students achieve high levels of success.[25]

Implementation Concerns

The role of a superintendent requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. When deciding how to include student academic progress in superintendent evaluation, local school boards need to be aware of several implementation concerns:

- The increased focus on using student learning measures in superintendent evaluation may be new for some superintendents and their evaluators. Thus, there may be initial concerns to this change in evaluation practices.
- Many of the measures of student academic progress are directly tied to classroom and school-level initiatives, which may cause concern. Thus, school boards will need to carefully consider how to use ~~student growth percentiles~~progress (value) table data and other quantitative measures of academic progress in a way that is appropriate for assessing the overall performance of the school division as part of the superintendent's evaluation.

Virginia Law

The *Code of Virginia* requires that school boards' procedures for evaluating superintendents address student academic progress; how this requirement is met is the responsibility of local school boards. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* recommend that each superintendent 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.

Methods for Connecting Student Performance to Superintendent 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 a superintendent's summative evaluation. ~~Student growth percentiles~~ Progress (value) table data are recommended to be incorporated, when appropriate, into goal setting, which is discussed in the next section.

Goal Setting

One approach to linking student academic progress to superintendent performance involves building the capacity for superintendents to interpret and use student achievement data to set target goals for divisionwide 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 academic progress. Whenever possible, it is recommended that the goals be grounded in validated, quantitative, objective measures, using tools already available, such as state performance benchmarks.

The school board, in conjunction with the superintendent, can set annual division goals for the superintendent that are congruent with the division's needs and concerns and are balanced across grades and school levels, as appropriate. The goals then can be reviewed and adjusted as necessary. It is important for the school board and superintendent to think through the shorter-term goals that are needed to address longer-term outcomes and for the school board to recognize and account for the time it takes for initiatives to be realized. Goal setting should occur at the beginning of the superintendent's contract year and the superintendent should report on progress in achieving the goals at regular intervals throughout the evaluation process. This provides a valuable forum for board/superintendent dialogue. Indicators of goal attainment include documentation via the superintendent's oral and written reports as well as other division data that may reflect goal achievement. A sample *Superintendent's Annual Goals* form is shown later in this section.

Examples of Measures of Divisionwide Student Academic Progress

To be able to measure goal attainment, superintendents must identify valid measures of student academic progress appropriate to their school division student population's learning needs and priorities. School boards and superintendents should develop mutually agreed-upon measures to include in the evaluation to best reflect the priorities of the division. 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. Additionally, it is important that multiple, relevant measures be used.

There are several important considerations when identifying multiple measures. The measures may focus on:

- All student performance and subgroup performance;
- Specific areas of need;
- Alignment with the strategic plan; and
- Topics/indicators across grade levels.

Figure 4.1 shows suggested focus areas for goal setting that provide measures of divisionwide student academic progress that focus on school division improvement. (*Note:* This is not intended as an exhaustive list. Each school board should determine valid measures that are appropriate for each unique school division.)

Figure 4.1: *Examples of Measures of Divisionwide Student Academic Progress*

Category	Measure	Early elementary school* (may include PreK)	Upper elementary school	Middle school	High school
All students' academic progress	• Progress on SOL assessments	✓	✓	✓	✓
	• Improvement on advanced pass rates on SOL assessments	✓	✓	✓	✓
	• Increase percentage of middle school students taking high school-level courses			✓	
	• Improvements in high school graduation rates				✓
Subgroups and other student groupings	• English Language Learners progress on English language proficiency assessment	✓	✓	✓	✓
	• Increase percentage of students with disabilities earning Standard and Advanced Studies diplomas				✓
	• Increase achievement of economically disadvantaged	✓	✓	✓	✓
	• Subgroups making increased academic progress	✓	✓	✓	✓
	• Decrease in achievement gap in subgroups	✓	✓	✓	✓
	• Increase in achievement of Individualized Education Plan goals	✓	✓	✓	✓
	• Improvements in underperforming subgroups earning high school diploma				✓
College and Career Readiness	• Participation and success in AP and dual enrollment courses				✓
	• Enrollment and achievement in postsecondary education				✓
	• Increase percentage of students earning career and technical industry certification, state licenses, or successful national occupational assessment credentials				✓
Reading/Literacy Readiness	• On track indicators such as Phonological Awareness Literacy Screening or similar measures available locally	✓	✓	✓	✓
	• SOL test outcomes	✓	✓	✓	✓
	• Benchmark outcomes	✓	✓	✓	✓

Category	Measure	Early elementary school* (may include PreK)	Upper elementary school	Middle school	High school
Mathematics Readiness	• Progress on Algebra readiness assessments such as the Algebra Readiness Diagnostic Test			✓	✓
	• Enrollment and success in Algebra I by eighth grade			✓	
	• SOL test outcomes	✓	✓	✓	✓
	• Benchmark outcomes	✓	✓	✓	✓
STEM Education	• Increase percentage of underrepresented students taking advanced STEM courses				✓
Student Progress	• Reduced retention rates resulting from increased student achievement outcomes	✓	✓	✓	✓
	• Increased student academic progress based on progress (value) table data		✓	✓	
	~~• Increased percentage of schools in division where majority of students earn high or moderate growth percentiles**~~				
	~~• Of students who had low growth the previous year, increase the percentage earning high or moderate student growth percentiles**~~		~~✓~~	~~✓~~	
Student Nonacademic Core Activities	• Increase percentage of students involved in extracurricular activities		✓	✓	✓
	• Increase percentage of students receiving prestigious awards	✓	✓	✓	✓

~~*May include preK~~

~~**Use of student growth percentiles or other relative measures of student academic progress in aggregate across the division (e.g., a median growth percentile across the division) is not likely to result in a fair measure of student academic progress in larger divisions. Because student growth percentile is a relative growth measure, when there are large groups of students, the data generally will approximate the standard percentile distribution. Thus, a stellar superintendent in a large school division would not have the same opportunity to demonstrate strong academic progress on the student growth percentile measure that a superintendent in a much smaller school division would.~~

Sample: Superintendent's Annual Goals

Directions: This form is a tool to assist superintendents in setting goals that result in measurable divisionwide student academic progress. Goals may relate to other standards, but all goals should address Standard 7 as well. Use a separate sheet for each goal.

Superintendent's Name: _____ **Date:** _____

School Division: _____ **School Year:** _____

Preliminary approval granted by school board on: _____

Mid-year review conducted by school board on: _____

Year-end review conducted by school board on: _____

Goal:	
Check the standard(s) to which the goal relates ☐ 1. Mission, Vision, and Goals ☐ 2. Planning and Assessment ☐ 3. Instructional Leadership ☐ 4. Organizational Leadership and Safety ☐ 5. Communication and Community Relations ☐ 6. Professionalism ☒ 7. Divisionwide Student Academic Progress	
Expected term to completion: ☐ Short-term ☐ Mid-term ☐ Long-term	
Indicators of Success	***Mid-Year Assessment of Goal by School Board***
	Evidence to Date

_____ _____

Evaluator's Signature Date

_____

Evaluator's Name

Part 5: Rating Superintendent Performance

The role of a superintendent requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, school boards should conduct both formative assessments and summative evaluations of superintendents.

Formative Assessment

Formative assessment can provide valuable information to superintendents. At any point during the year, the school board has the option to share its assessment of the superintendent's performance by discussing evidence related to the seven standards. An optional *Superintendent Formative Assessment Performance Report* is provided on the following pages. It should be noted that this report does not include an actual rating in any of the performance standards.

SAMPLE Superintendent Formative Assessment Performance Report *(optional)*

Note: The formative assessment form is included as an option to be used if it is determined to be in the best interest of the local school division.

Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

Superintendent's Name: _____ **Date:** _____

Evaluator: _____

Performance Standard 1: Mission, Vision, and Goals *The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.* **Comments:**
Performance Standard 2: Planning and Assessment *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.* **Comments:**
Performance Standard 3: Instructional Leadership *The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.* **Comments:**
Performance Standard 4: Organizational Leadership and Safety *The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.* **Comments:**
Performance Standard 5: Communication and Community Relations *The superintendent fosters the success of all students through effective communication with stakeholders.* **Comments:**

Performance Standard 6: Professionalism *The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.* **Comments:**
Performance Standard 7: Divisionwide Student Academic Progress *The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.* *See Superintendent's Annual Goal for details.* **Comments:**

Commendations:

Areas of Growth:

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all superintendents.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined 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 school boards to acknowledge effective performance (i.e., "Exemplary" and "Proficient") and provides two levels of feedback for superintendents not meeting expectations (i.e., "Developing/Needs Improvement" and "Unacceptable"). The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.*

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

Category	Description	Definition
Exemplary	The superintendent performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the division's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: • sustains high performance over the evaluation cycle • empowers principals, teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school division climate • serves as a role model to others
Proficient	The superintendent meets the performance standard in a manner that is consistent with the division's mission and goals and has a positive impact on student academic progress.	Effective performance: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills

Category	Description	Definition
Developing/ Needs Improvement	The superintendent is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the superintendent's performance is lacking in a particular area (i.e., needs improvement). The superintendent often performs less than required in the established performance standard or in a manner that is inconsistent with the division's mission and goals and results in below average student academic progress.	Below acceptable performance: • requires support in meeting the standards • results in less than expected quality of student academic progress • requires superintendent professional growth be jointly identified and planned between the superintendent and school board
Unacceptable	The superintendent consistently performs below the established performance standard or in a manner that is inconsistent with the school division's mission and goals and results in minimal student academic progress.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the superintendent not being considered for continued employment

How a Performance Rubric Works

Evaluators have two tools to guide their judgments for rating superintendents' 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 performance standards. It states the measure of performance expected of superintendents and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of superintendents. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help superintendents to focus on ways to enhance their leadership practices. ***Please note: The rating of "Proficient" is the expected level of performance.*** *A superintendent who is new to the division or position may be considered "developing" in a standard. Additionally, the recommended performance rubrics presented here may be modified at the discretion of the school board.*

Figure 5.2: *Example of a Performance Rubric*

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.

Performance Rubrics for Performance Standards

Superintendents are evaluated on the performance standards using the following performance appraisal rubrics:

Performance Standard 1: Mission, Vision, and Goals
The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.

1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.

1.3 Keeps the school board informed on needs and issues confronting school division employees and students.

1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.

1.6 Oversees the administration of the school division's day-to-day operations.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.

1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.

Performance Standard 2: Planning and Assessment
The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.

2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.

2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.

Performance Standard 3: Instructional Leadership
The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements.

3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and student students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Performance Standard 4: Organizational Leadership and Safety
The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.

4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.

4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

4.5 Demonstrates organizational skills to achieve school, community, and division goals.

4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.

4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.

4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

5.1 Models and promotes effective communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to-stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

Performance Standard 6: Professionalism
The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.

6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.

6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.

6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

Performance Standard 7: Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.

7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.

Performance Rubrics and Summative Evaluation

School boards make judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the school board applies the four-level rating scale to evaluate a superintendent's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. Two sample *Superintendent Summative Performance Reports* are provided on the following pages. The results of the evaluation must be discussed with the superintendent at a summative evaluation conference

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. Summative ratings should apply the rating for each of the seven performance standards, 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.

Figure 5.3: *Example 1of Weighted Calculations for Superintendent Performance Evaluation*

Superintendent Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Exemplary	4	1	4
Standard 2	Proficient	3	1	3
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Exemplary	4	1	4
Standard 7	Exemplary	4	4	16
Cumulative Summative Rating				**36**

Based on Virginia Board of Education guidelines, this cumulative score of 36 would translate into an overall rating of "Exemplary."

Figure 5.4: *Example 2 of* ***Weighted Calculations for Superintendent Performance Evaluation***

Superintendent Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Proficient	3	1	3
Standard 2	Developing/Needs Improvement	2	1	2
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Developing/Needs Improvement	2	1	2
Standard 7	Proficient	3	4	12
Cumulative Summative Rating				**28**

Based on Virginia Board of Education guidelines, this cumulative score of 28 would translate into an overall rating of "Proficient."

SAMPLE Superintendent Summative Performance Report Option A

Directions: Evaluators use this form prior to provide the superintendent with an assessment of performance. The superintendent should be given a copy of the form at the end of each evaluation cycle.

Superintendent's Name: _____ **School Year(s):** _____

School: _____

Performance Standard 1: Mission, Vision, and Goals
The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.

1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.

1.3 Keeps the school board informed on needs and issues confronting school division employees and students.

1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.

1.6 Oversees the administration of the school division's day-to-day operations.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.

1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 2: Planning and Assessment
The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.

2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.

2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 3: Instructional Leadership
The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements.

3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 4: Organizational Leadership and Safety
The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.

4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.

4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

4.5 Demonstrates organizational skills to achieve school, community, and division goals.

4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.

4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.

4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

5.1 Models and promotes effective communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 6: Professionalism
The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.

6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.

6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.

6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 7: Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.

7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Overall Evaluation Summary (based on Cumulative Summative rating range decided by school division):
Include comments here

☐ **Exemplary**

☐ **Proficient**

☐ **Developing/Needs Improvement**

☐ **Unacceptable**

☐ **Recommended for *Targeted Professional Growth*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Superintendent Improvement Goals:

_____	_____
Evaluator's Name Superintendent's	Name
_____	_____
Evaluator's Signature signat	Superintendent's Signature (Superintendent's ure denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
_____	_____
Date	Date

SAMPLE Superintendent Summative Performance Report Option B

Directions: Evaluators use this form prior to provide the superintendent with an assessment of performance. The superintendent should be given a copy of the form at the end of each evaluation cycle.

Superintendent's Name: _____ **School Year(s):** _____

School: _____

Performance Standard 1: Mission, Vision, and Goals

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.
☐	☐	☐	☐
Comments:			

Performance Standard 2: Planning and Assessment

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.
☐	☐	☐	☐
Comments:			

Performance Standard 3: Instructional Leadership

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and student students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.
☐	☐	☐	☐
Comments:			

Performance Standard 4: Organizational Leadership and Safety

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.
☐	☐	☐	☐
Comments:			

Performance Standard 5: Communication and Community Relations

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.
☐	☐	☐	☐

Comments:

Performance Standard 6: Professionalism

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.
☐	☐	☐	☐

Comments:

Performance Standard 7: Divisionwide Student Academic Progress

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
☐	☐	☐	☐

Comments:

Overall Evaluation Summary (based on Cumulative Summative rating range decided by school division):
Include comments here

☐ **Exemplary**

☐ **Proficient**

☐ **Developing/Needs Improvement**

☐ **Unacceptable**

☐ **Recommended for *Targeted Professional Growth*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Superintendent Improvement Goals:

_____	_____
Evaluator's Name Superintendent's	Name
_____	_____
Evaluator's Signature signat	Superintendent's Signature (Superintendent's ure denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
_____	_____
Date	Date

Part 6: Improving Superintendent Performance

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

Targeted Professional Growth, a division-level discussion between the school board and the superintendent, is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth.

Figure 6.1 highlights the process.

Figure 6.1: *Tool to Increase Professional Performance*

	Targeted Professional Growth
Purpose	For superintendents who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth.
Initiates Process	School board or superintendent
Documentation	Form Provided: None Memo or other record of the discussion/other forms of documentation at the school board level
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the school board or the superintendent

The *Targeted Professional Growth* process is initiated by the school board or superintendent at any point during the school year when the superintendent's 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 *Targeted Professional Growth* process should not be construed as applying to poor performing superintendents. The option for *Targeted Professional Growth* is open to any superintendent who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the superintendent'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 *Targeted Professional Growth* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the school board and superintendent 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 the school board 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 *Targeted Professional Growth* 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 *Targeted Professional Growth* process was initiated by a superintendent seeking self-improvement, the school board and superintendent may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For a superintendent for whom the school board initiated the *Targeted Professional Growth* process, the desired outcome would be that the superintendent's practice has improved to a proficient level. In the event that improvements in performance are still needed, the school board makes a determination either to extend the time of the *Targeted Professional Growth* because progress has been made, or to allocate additional time or resources.

SAMPLE: Targeted Professional Growth *(optional)*

Directions: School boards and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.

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?

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

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Endnotes

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

2 American Association of School Administrators. (1980). p. 4

3 DiPaola, M. F., & Stronge, J. H. (2003).

4 Leithwood, K., & Riehl, C. (2003). p. 2

5 Hoyle, J. R., Björk, L. G., Collier, V., & Glass, T. (2005).

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7 Leithwood, K., & Riehl, C. (2003); Leithwood, K., & Jantzi, D. (2000); Witziers, B., Bosker, R. J., & Krüger, M. L. (2003).

8 Stronge, J. H., Richard, H. B., & Catano, N. (2008).

9 Goldring, E., Cravens, X. C., Murphy, J., Porter, A. C., Elliott, S. N., & Carson, B. (2009).

10 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.

11 DiPaola, M. F., & Stronge, J. H. (2003).

12 Candoli, I. C., Cullen, K., & Stufflebeam, D. L. (1997).

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