# Winchester Public Schools

# Teacher Performance Evaluation System

## Handbook

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# ACKNOWLEDGEMENTS

James H. Stronge, Ph.D.
Virginia Caine Tonneson, Ph.D.
Stronge and Associates Educational Consulting, LLC
www.strongeandaccociates.com

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# FOREWORD

The Winchester Public Schools Teacher Performance Evaluation System (TPES) Handbook conforms to all aspects of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher* (hereafter, *Guidelines*) which was approved by the Virginia Board of Education on March 18, 2021. It is intended as a practical tool to assist school divisions in implementing the *Guidelines*. School divisions may use this handbook "as is" or modify it using the guidance below. Additionally, throughout the handbook we have specifically annotated where the system is able to be tailored. We also have highlighted key points and have provided a series of tips that school divisions and administrators might wish to consider. The modifications, highlights, and tips are identified with grey arrows to the right side of the text. School divisions are encouraged to thoughtfully review these areas and tailor this handbook to "make it their own."

## What Can School Divisions Modify?

The *Guidelines* provide a uniform approach to teacher evaluation which should be used throughout the Commonwealth of Virginia. Certain aspects are prescribed by the *Code of Virginia*, while others are highly recommended based on the research surrounding effective teachers and best practices from the field. However, the Virginia Department of Education recognizes the importance of providing local school divisions with the flexibility to make certain modifications to the evaluation system to meet their unique needs. The bullets below describe the major components of the evaluation system and what can and cannot be modified.

- Performance standards: Performance standards may not be modified.
- Performance indicators: Performance indicators are based on the research relating to effective teaching, but school divisions may modify them to meet their needs or areas of focus.
- Performance rubrics: School divisions may modify performance rubrics, but the *Effective* level is written as the actual performance standard, so it should not be modified. Also note that the descriptions in the rubrics were intentionally constructed in a parallel manner so that the descriptors use similar terminology (i.e., *Highly Effective* uses "role model," *Approaching Effective* uses "inconsistent," and *Ineffective* uses "inadequate" or "fails to."
- Observations: The *Code of Virginia* requires the use of observations, but the implementation details (e.g., frequency, duration, completion dates) are left to the local school division.


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- Documentation Logs: The use of Documentation Logs is optional but highly recommended, as it provides teachers input into their evaluation and provides evidence for those performance standards that are not easily observed.
- Student Surveys: The use of student surveys is optional but highly recommended, as student perceptions of teacher performance provide a valuable source of feedback. Survey questions provided in this handbook have been specifically selected to address the performance standards but may be modified by the local school division.
- Measures of Student Progress: The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met in the evaluation is the responsibility of local school boards provided that *Performance Standard 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10%); however, it may be weighted equally as one of the multiple lowest weighted standards. Student learning should be determined by multiple measures of student academic progress (e.g., progress tables, goal setting for student achievement, other valid measures).
- Other Data Sources: Data sources other than those specified above (e.g., conferences, meetings) may be used as determined by the local school division.
- Rating Levels: The rating level names are highly recommended but may be modified by the local school division.
- Interim Evaluation: All probationary teachers should receive an interim review to provide systematic feedback prior to the summative evaluation.
- Summative Evaluation: The *Code of Virginia* requires all teachers to receive a summative evaluation.
- Single Summative Rating: All teachers will receive a single summative rating to provide an overall rating of the teacher's performance. The *Guidelines* provides suggested weighting taking into consideration the requirements in the *Code of Virginia* concerning *Performance Standard 8: Student Academic Progress*.
- Forms: The forms provided in the *Guidelines* have been developed to include required information, but school divisions may modify them as needed. This handbook also includes other optional forms, not shown in the *Guidelines*.


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# PART I: INTRODUCTION AND PROCESS

## Introduction to TPES

The Teacher Performance Evaluation System is intended to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent evidence compiled within a system of meaningful feedback. They system uses uniform performance standards to collect and present data to document performance that is based on well-defined job expectations. Theses performance standards 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.

### Purposes and Characteristics of TPES

The primary purposes and distinguishing characteristics of TPES are shown in Figures 1 and 2.

Figure 1: Primary Purposes of TPES

| PRIMARY PURPOSES |
|---|
| Contribute to the successful achievement of the goals and objectives defined in a school division's educational plan |
| Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness |
| Promote a positive working environment, as well as collaboration 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 |
| Optimize student learning and growth for all students |

Figure 2: Distinguishing Characteristics of TPES

| 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, including opportunities for teachers to present evidence of their own performance as well as student performance evidence |
| A procedure for conducting performance reviews that promote professional improvement, increase teacher involvement in the evaluation process, and adequately include accountability |
| A system for providing assistance when needed |


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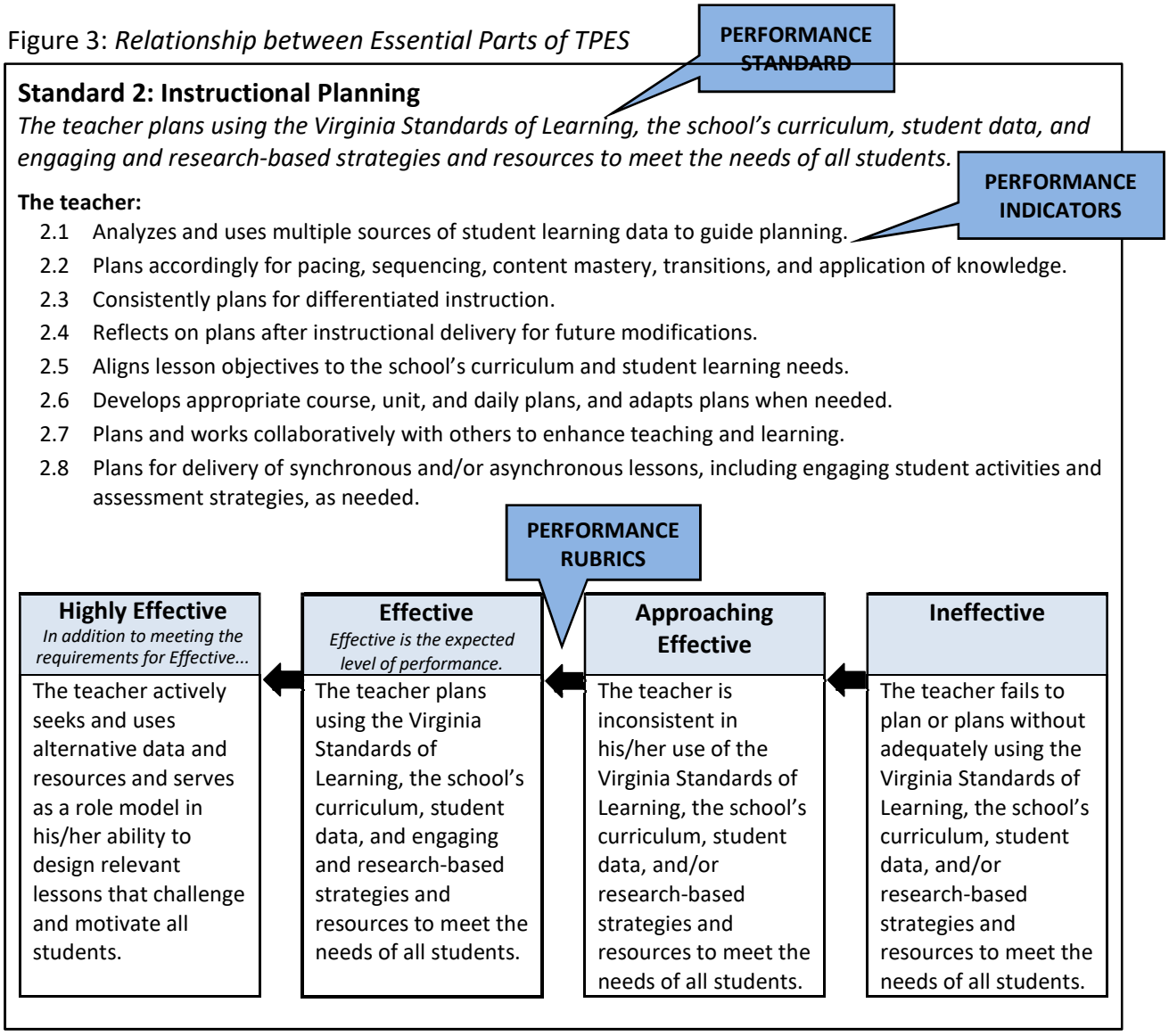
## Essential Components of TPES

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 consisting of eight performance standards and multiple performance indicators to define the expectations for teacher performance. Teachers will be rated on the performance standards using performance rubrics, which are discussed in Part 2. The relationship between these components is depicted in Figure 3.

Figure 3: *Relationship between Essential Parts of TPES*




The *effective* column is shown with a bold outline throughout the handbook as it is the expected level of performance.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## Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are eight performance standards that serve as the basis for a teacher's evaluation as shown in Figure 4. Standards 1-7 relate to a teacher's practice whereas standard 8 focuses on the results of the teacher's work as evidenced by student growth.

Figure 4: *Performance Standards*

| |
|---|
| **1. Professional Knowledge**<br>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. |
| **2. Instructional Planning**<br>The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students. |
| **3. Instructional Delivery**<br>The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs. |
| **4. Assessment of/for Student Learning**<br>The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed. |
| **5. Learning Environment**<br>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. |
| **6. Culturally Responsive Teaching and Equitable Practices**<br>The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students. |
| **7. Professionalism**<br>The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning. |
| **8. Student Academic Progress**<br>The work of the teacher results in acceptable, measurable, and appropriate student academic progress. |

**The Professionalism standard changed from Standard 6 in the 2012 version to Standard 7 in the 2021 version.**

**The Student Academic Progress standard changed from Standard 7 in the 2012 version to Standard 8 in the 2021 version.**


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## Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard. This helps teachers and their evaluators clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being successfully met. However, the list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Indicators in one performance 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. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. Some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Supplemental indicators for various content areas and specialties are provided in the appendices. Figure 3, shown previously, depicts the sample performance indicators for the *Instructional Planning* standard.

**It is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators.**

**Ratings are made at the performance standard level, NOT at the performance indicator level.**

## Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative general description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as illustrated with arrows between the levels). Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Figure 3, shown previously, depicts the performance rubric for the *Instructional Planning* standard.

**The rating of *effective* is the expected level of performances and, with the exception of Standard 6, is written as the actual performance standard.**

# Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback, thus administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.


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# Teacher Practice Measures

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 evidence described in Figure 5 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 5: *Data Sources for Teacher Evaluation*

| Data Source | Description |
|---|---|
| **Formal Observations** (Required) | Observations are an important source of performance information. Formal observations focus directly on the teacher performance standards. Classroom observations also may include a review of teacher products or artifacts and a review of student data. |
| **Informal Observations/ Walk-throughs** (Highly Recommended) | Informal observations and walk-throughs 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** (Highly Recommended) | 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 Documentation Log. *The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).* |
| **Documentation Logs** (Highly Recommended) | Documentation Logs include both specifically required artifacts and teacher-selected artifacts that provide evidence of meeting performance standards. Teachers should submit authentic artifacts created in their day-to-day work and are encouraged to reflect on them as appropriate. The process of reflecting on the documents allows teachers to use many of the artifacts as points for growth and improvement. |
| **Self-evaluation** (Highly Recommended) | Self-evaluations reveal the teachers' perceptions of their job performance and help teachers to reflect on areas of strength and areas for improvement. |

## Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation; other standards may require additional documentation techniques. Therefore, multiple data sources are used. Figure 6 shows the data sources that are likely to provide the most powerful evidence related to each performance standard.


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Figure 6: *Multiple Data Sources Aligned with Performance Standards*

| Performance Standards / Data Sources | Observations | Student Surveys | Documentation Log | Measures of Student Academic Progress |
|---|---|---|---|---|
| 1. Professional Knowledge | P | S | S | |
| 2. Instructional Planning | S | S | P | |
| 3. Instructional Delivery | P | S | S | |
| 4. Assessment of/for Student Learning | S | S | P | |
| 5. Learning Environment | P | S | S | |
| 6. Culturally Responsive Teaching and Equitable Practices | P | S | P | |
| 7. Professionalism | S | S | P | |
| 8. Student Academic Progress | S | S | S | P |

"P" is the primary method to collect evidence; "S" is a supplemental method.

## 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. 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 period.


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**Formal Observations**

Classroom observations can be announced or unannounced and provide key information on several of the performance standards. Probationary teachers will be observed at least three times per year. It is recommended that two of these observations occur prior to the end of the first semester and the third by March 1. Continuing contract teachers will be observed at least once per year. Additional observations for any staff member will be at the site administrator's discretion. All observations will include a classroom observation of at least 30 consecutive minutes and a post-observation conference to provide feedback to the teacher.

A pre-observation conference may be conducted at the request of the teacher or the administrator. A sample *Pre-observation Conference Form,* a *Formative Feedback Form* and various other observation forms are shown in Part III. 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.

## Informal Observations and Walk-throughs

Informal observations are typically less structured than formal observations and are intended to provide information more frequently 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 instructional and non-instructional routines at various times throughout the evaluation cycle. Regular, repeated visits to the classroom and other settings help evaluators to obtain a representative sampling of performance. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance.

Typically, walk-through observations are designed to provide brief (three to ten 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, do not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

A sample *Informal Classroom Observation/Walk-through Form* is provided in Part III. One copy of this form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.


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## Documentation Log

**The use of Documentation Logs is optional but highly recommended, as it provides teachers input into their evaluation and provides evidence for those performance standards that are not easily observed.**

**The reflective aspect of artifacts provides one of the key benefits for teachers. Teachers should be encouraged to reflect on how the artifact was used and how it might be improved.**

Artifacts of a teacher's performance can serve as valuable and insightful data sources for documenting the work that teachers actually do, how they support student growth, and how they contribute to their own professional growth and development. When teachers reflect on their own work as they add artifacts to a Documentation Log, it encourages them to consider their own strengths and areas for improvement as they continue to grow and improve their professional teaching practices. The items they include 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.

Some items may be required by the school division; however, other documents may be included upon evaluator request and/or teacher choice. Specifically, the Documentation Log is a work in progress and should be a "natural harvest" of the artifacts that result from the day-to-day work of the teacher. Artifacts should not be created solely for the purpose of evaluation. A single artifact may provide evidence toward multiple performance standards; therefore, it is important that the teacher identify the performance standard(s) to which the artifact relates. It also is helpful to provide a brief reflection so that the evaluator understands the context surrounding the artifact.

**Prompts for reflection might include: 1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth?**

For probationary teachers and teachers on *Performance Improvement Plans*, the Documentation Log contains items relevant to a single evaluation year. A new Documentation Log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the Documentation 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 clearly indicates which school year it represents (for example, 2021-2022 Communication Log). If submitting in hard copy, teachers may use the sample *Documentation Log Cover Sheet* provided in Part III.

The Documentation Log should be available for review at any time per the administrator's request. At a minimum, evaluators will review and provide feedback on the Documentation Log annually. Additionally, probationary teachers will meet with administrators and/or evaluators to review their Documentation Log by the end of the first semester. Figure 7 shows examples of items that may be included in the Documentation Log. This listing is not intended to imply that these are required artifacts. Sample artifacts related to specific disciplines are shown in the Appendix.


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Figure 7: *Sample Items in a Documentation Log*

| Perform. Standard | Examples of Evidence |
|---|---|
| **Professional Knowledge** | ● Journal/notes that represent reflective thinking and professional growth<br>● Annotated list of instructional activities for a unit<br>● Annotated photographs of teacher-made displays used in instruction<br>● Annotated samples or photographs of instructional materials created by the teacher<br>● Transcripts of coursework<br>● Annotated Professional Development certificates<br>● Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)<br>● Summary of consultation with appropriate staff members regarding special needs of individual students |
| **Instructional Planning** | ● Differentiation in lesson planning and practice<br>● Analysis of classroom assessment<br>● Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives<br>● Evidence of using data about student learning to guide planning and instruction |
| **Instructional Delivery** | ● Samples of handouts/presentation visuals<br>● Annotated photographs of class activities<br>● Video/audio samples of instructional units |
| **Assessment of/for Student Learning** | ● Brief report describing record-keeping system and how it is used to monitor student academic progress<br>● Copy of scoring rubric used for a student project<br>● Summary explaining grading procedures<br>● Photocopies or photographs of student work<br>● Copy of students' journals of self-reflection and self-monitoring<br>● Samples of formative and summative assessments<br>● Graphs or tables of student results<br>● Samples of educational reports, progress reports, or letters prepared for parents/caregivers or students<br>● Disaggregated analysis of student achievement scores on standardized test<br>● Evidence of the use of baseline and periodic assessments |
| **Learning Environment** | ● List of classroom rules with a brief explanation of the procedures used to develop and reinforce them<br>● Explanation of behavior management philosophy and procedures<br>● Diagram of the classroom with identifying comments<br>● Diagram of alternative classroom arrangements used for special purposes with explanatory comments<br>● Schedule of daily classroom routines<br>● Student Survey Summary Form (for teachers of students in grades 1-12) |


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Figure 7 (cont.)

| Perform. Standard | Examples of Evidence |
|---|---|
| **Culturally Responsive Teaching and Equitable Practices** | • Samples of culturally-diverse and inclusive instructional materials<br>• Samples of communication materials that are inclusive of the language, dialects, cultural, social and literacy needs of all students<br>• Samples of connecting learning objectives to the social and cultural diversity of students<br>• Equity audit of instructional materials and resources<br>• Differentiated supports and lessons<br>• Examples of different ways for students to demonstrate content knowledge and understanding<br>• Evaluation of: Academic Growth Data (including language proficiency for ELs), SEL Supports, Gap Data (including academic achievement, ID for supports or Giftedness), and/or Discipline Data |
| **Professionalism** | • Examples of collaborative work with peers<br>• Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.)<br>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.<br>• Samples of communication with students, parents/caregivers, and peers<br>• Instructional leadership or research projects<br>• Work done in support of state and national organizations |
| **Student Academic Progress** | • Analysis of grades for the marking period<br>• Test critique<br>• Table of key knowledge and skills which indicates level of student mastery<br>• Student progress data, if available<br>• Data on student achievement from other valid, reliable sources<br>• *Student Achievement Goal Setting Form*<br>• Chart of student academic progress throughout the year |

## Student Surveys

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). The importance of student feedback to teachers should not be neglected as it may provide information that may not be accurately obtained in observations.

**Student Surveys are optional, but highly recommended, as they provide teachers with the perception of the receivers of their services.**

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. All surveys should be completed anonymously to promote honest feedback.

Teachers of grades 1-5 should administer student surveys to the entire class during the second nine weeks so that teachers can use the information for formative feedback. 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 the year. At the teacher's discretion,


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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 using the *Student Survey Summary Form* which can be included in the teacher's Documentation Log. Teachers have the option of surveying their students again at the end of the year to see if their perceptions have changed.

## Self-evaluation

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.

Therefore, at the beginning of the school year, it is highly recommended that teachers conduct a self-assessment of professional practice to reflect on their strengths, areas for improvement, and strategies for growth. Teachers should consider all relevant information, including previous feedback from their evaluator, previous survey results, and student growth measures. Based on areas that need improvement, teachers should consider developing professional practice goals which they can share with their evaluator for ideas on strategies they might consider to help achieve the goal. A sample *Teacher Self-evaluation Form* is in Part III.

All teachers will perform a self-evaluation at the beginning of the school year to assist with planning for the year and goal development.


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# Student Outcome Measures

## Multiple Measures

In the TPES model, Performance Standard 8, Student Academic Progress, is used as an organizing framework to incorporate various measures of student growth. Virginia law (Article 2, §22-1.293 and Article 2, §22.1-295) requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. Winchester Public Schools will weigh Performance Standard 8 equally with the other seven standards as shown later in this handbook.

There are three key points to consider:

1. Student learning should be determined by multiple measures of student academic progress. The rating on this performance standard should never be based on a single measure of Student Academic Progress.
2. Progress (value) table data as provided by the Virginia Department of Education may be used when the data are available and can be used appropriately. It may be appropriate to use student achievement in the context of goal setting as an additional measure.
3. One or more alternative measures, with evidence that the alternative measures are valid, should be used in teacher evaluation. ***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% 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 progress measure *is* available, the data should be reviewed for accuracy and appropriateness before including it in a teacher's performance evaluation. Guidance for applying progress table data to teacher performance evaluation is provided in Figure 8. Additional measures for all teachers must be included to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state and that more than one measure of student academic progress can be included in all teachers' 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, Winchester Public Schools will 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 − progress tables − as one measure of progress


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for teachers who provide support for mathematics or reading instruction. For example, 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.

In the progress table model, student growth is determined by comparing the student's test score in the current year to his/her prior test score. Each Standards of Learning performance level (*Below Basic, Basic, Proficient*, and *Advanced*) is divided into two sub-levels: Low and High. Growth is measured by the number of performance sub-levels a student advances toward demonstrating proficiency on the state standards. Utilizing growth measures as part of the teacher evaluation process may be accomplished by calculating the aggregate growth of the students in the teacher's class.

**In considering schoolwide goals, school leaders could decide that all teachers would be evaluated, in part, based on state-provided progress table data**

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.


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Figure 8: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Teacher Performance Evaluations*

| Teachers | Application of Progress Table Data | Other Student Academic Progress Measures |
|---|---|---|
| Teachers of reading and mathematics for whom progress table data are available | Progress table data may be used when:<br>● data from students are representative of students taught[1]; and<br>● data from two consecutive years are available. | Other measures of student academic progress:<br>● Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.<br>● 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% of students earning a score of 3 or better on the Advanced Placement exam). |
| Teachers who support instruction in reading and mathematics for whom progress table data are available | When aligned to individual or schoolwide goals, progress tables at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level) may be used when data are representative of students taught; and are available for two consecutive years:<br>● Decisions about the application of progress table data for support teachers must be made locally.<br>Depending on schoolwide goals, it is possible that all instructional personnel in a school are considered support teachers. | Measures of student academic progress other than the progress table data, depending on the application of this data to teachers who support mathematics and reading instruction:<br>● Quantitative measures already available in the school that are validated and provide valid measures of student academic growth (as opposed to absolute achievement) should be given priority in evaluation.<br>● 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% of students earning a score of 3 or better on the Advanced Placement exam).<br>To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation. |

[1] Teachers and administrators need to determine the applicability of progress table data to the evaluation of teachers who teach disproportionately large numbers of students for whom no progress table data are available. Students without progress table data will include those who: 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 progress table data were not provided. In situations in which a significant proportion of students taught do not have progress table data, this measure of student progress would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 8 in the context of growth data from other measures, but not necessarily as half of the data contributing to Standard 8.


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Figure 8 (cont.)

| Teachers | Application of Progress Table Data | Other Student Academic Progress Measures |
|---|---|---|
| Teachers who have no direct or indirect role in teaching reading or mathematics in grades where progress table data are available | Not applicable | Measures of student academic progress other than the progress table data:<br>● 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.<br>● 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% of students earning a score of 3 or better on the Advanced Placement exam).<br>To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation. |

## Goal Setting for Student Achievement

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals − not just any goals, but goals set squarely on student performance − is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting* is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A gain score approach can be used that documents their influence on student learning. Simply put, a student growth component in a teacher assessment system can be summarized using the equation in Figure 9.

Figure 9: *Student Achievement Goal Setting Equation*

Student Learning Ending Level
− Student Learning Beginning Level
Student Academic Growth

Creating student achievement goals involves several steps, beginning with knowing where students are in relation to what is expected of them. Once that is known, the teacher can set specific, measurable objectives based on the demands of the curriculum, educational environment, and 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


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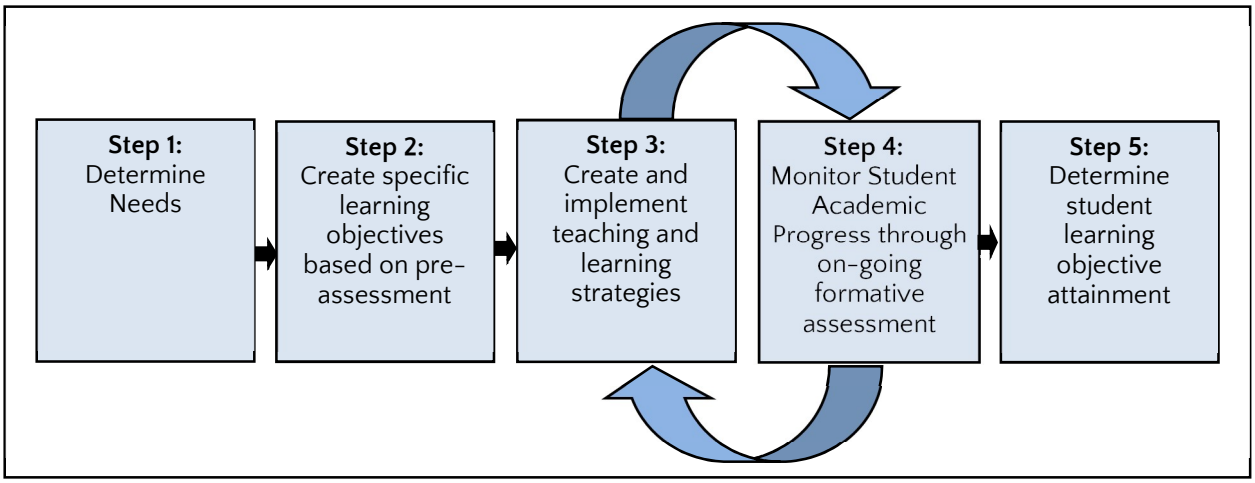
teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 10 depicts these steps.

Figure 10: *Student Achievement Goal Setting Process*[2]




A sample *Goal Setting for Student Academic Progress Form* is shown in Part III.

[2] This process is laid out by Stronge, J.H., & Grant, L. H. (2009).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# Rating Teacher Performance

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed.

Teachers will be rated on each performance standard using a performance rubric. As previously discussed, the rubric is a behavioral summary scale that describes performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Figure 11 explains the four levels of ratings.

**Teachers are expected to perform at the *Effective* level.**

Figure 11: *Definitions of Terms Used in Rating Scale*

| Category | Description | Definition |
|---|---|---|
| **Highly Effective** | The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance 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**:<br>● sustains high performance over a period of time<br>● consistently exhibits behaviors that have a strong positive impact on student learning and the school climate<br>● serves as a role model to others |
| **Effective** | The teacher consistently meets the performance standard in a manner that is aligned with the school's mission and goals. | **Proficient performance**:<br>● meets the requirements contained in the performance standard<br>● exhibits behaviors that have a positive impact on student learning and the school climate<br>● demonstrates a willingness to learn and apply new skills |


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Figure 11 (cont.)

| Category | Description | Definition |
|---|---|---|
| **Approaching Effective** | The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the school's mission and goals. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement). | **Developing/needs improvement performance:**<br>● requires support in meeting the performance standard<br>● results in less than expected quality of student performance<br>● leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator |
| **Ineffective** | The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals. | **Unacceptable performance:**<br>● does not meet the requirements contained in the performance standard<br>● results in minimal student learning<br>● may result in the employee not being recommended for continued employment |

## Interim Evaluation

All probationary and career teachers should receive an interim evaluation to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed earlier 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 the last school day before winter break. A sample *Teacher Interim Performance Report* is in Part III.

## 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 data sources 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 the standards are performed.

Evaluators make judgments about performance of the eight teacher standards based on all available evidence. After collecting information gathered through observation, goal setting,


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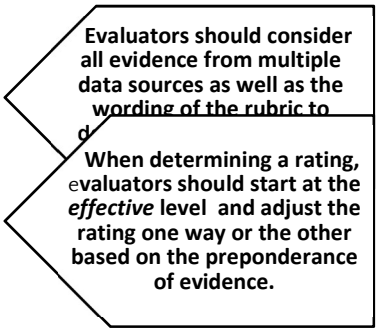
student performance measures, and other appropriate data sources, the evaluator applies the four-level rating scale to evaluate a teacher's performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Teacher Summative Performance Report* is provided in Part III. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.




Summative evaluations should be completed in compliance with requirements from 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.

## Single Summative Rating

In addition to receiving a diagnostic rating for each of the eight performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the employee's performance. The overall summative rating will be judged to be *Highly Effective, Effective, Approaching Effective,* or *Ineffective*.

Scores will be calculated using the following scale:

*Highly Effective* = 4
*Effective* = 3
*Approaching Effective* = 2
*Ineffective* = 1

Figure 12 illustrates how Winchester Public Schools will weigh each performance standard and Figure 13 provides an example of the weighted calculation to determine the single summative rating.


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Figure 12: *Sample Weighting*

| Performance Standard | Weight |
|---|---|
| Standard 1 | 1.25 |
| Standard 2 | 1.25 |
| Standard 3 | 1.25 |
| Standard 4 | 1.25 |
| Standard 5 | 1.25 |
| Standard 6 | 1.25 |
| Standard 7 | 1.25 |
| Standard 8 | 1.25 |

Figure 13: *Example of Weighted Calculations for Teacher Performance Evaluation*

| Performance Standard | Performance Rating | Points | Weight | Weighted Total (Points x Weight) |
|---|---|---|---|---|
| Standard 1 | *Highly Effective* | 4 | 1.25 | 5 |
| Standard 2 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 3 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 4 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 5 | *Effective* | 3 | 1.25 | 3.75 |
| Standard 6 | *Highly Effective* | 4 | 1.25 | 5 |
| Standard 7 | *Highly Effective* | 4 | 1.25 | 5 |
| Standard 8 | *Effective* | 3 | 1.25 | 3.75 |
| **Single Summative Rating** | | | | **33.75** |

Winchester Public Schools has determined that no teachers can be given a summary rating of *Highly Effective* if they are rated below *Effective* on any of the eight standards.

The overall single summative rating will be judged as *Highly Effective*, *Effective*, *Approaching Effective*, or *Ineffective* using the range of scores shown in Figure 14.

Figure 14: *Range of Scores*

| Rating | Range of Scores |
|---|---|
| *Highly Effective* | 35-40 |
| *Effective* | 26-34 |
| *Approaching Effective* | 20-25 |
| *Ineffective* | 10-19 |

***Note*:** Regardless of the overall total points earned, three or more *Approaching Effective* ratings on individual performance standards will result in an overall rating of *Approaching Effective* or


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*Ineffective*. Similarly, one *Ineffective* rating on any one performance standard may result in an overall *Ineffective* rating.

## Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all contract types. Figure 15 details the recommended Winchester Public Schools evaluation schedule for all components of the evaluation system. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Performance Improvement Plan activities (described in the next section of this handbook).

Figure 15: *Recommended TPES Evaluation Schedule*

| Timeline | Activity for Professional Improvement | Task or Document | Responsibility of | |
|---|---|---|---|---|
| | | | Administrator | Teacher |
| **During the 1st month** | • Conduct optional self-evaluation (all teachers)<br>• Establish student achievement goals (all teachers) | • *Self-evaluation Form*<br>• *Goal Setting for Student Academic Progress Form* | ✓ | ✓<br>✓ |
| **Before the end of the 1st quarter** | • Observation of all probationary teachers | • *Observation Form or Formative Feedback Form* | ✓ | |
| **Before the end of the 2nd quarter** | • Observation of all probationary teachers | • *Observation Form or Formative Feedback Form* | ✓ | |
| **Before the end of the 1st semester** | • Summary of student survey feedback (all teachers)<br>• Review of probationary teachers' Documentation Log | • *Student Surveys & Student Survey Summary Form*<br>• *Documentation Log* | ✓ | ✓<br>✓ |
| **Mid-year** | • Mid-year review of student achievement goals (all teachers)<br>• Interim performance evaluation of probationary teachers | • *Goal Setting for Student Academic Progress Form*<br>• *Interim Performance Report* | ✓<br>✓ | ✓ |
| **During the 2nd semester** | • Observation of all teachers | • *Observation Form or Formative Feedback Form* | ✓ | |
| **10 calendar days prior to the summative evaluation date** | • End-of-year review of student achievement goals (all teachers)<br>• Submit Documentation Log (all teachers) | • *Goal Setting for Student Academic Progress Form*<br>• *Documentation Log* | ✓ | ✓ |


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| | | | | |
|---|---|---|---|---|
| | | | ✓ | ✓ |
| **Before the last week of school** | • Summative evaluation (all teachers as required in their evaluation cycle) | • *Summative Performance Report* | ✓ | |

## Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among the division's schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Goal Setting for Student Academic Progress Form*, *Documentation Log Cover Sheet*, *Observation Form(s) or Formative Feedback Form(s)*, and *Summative Performance Report* at the school/worksite.


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# Improving Professional 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.

Two tools 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 16 highlights key differences between the two processes.

Figure 16: *Tools to Improve 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 *Approaching Effective* or *Ineffective* categories |
| **Initiates Process** | Evaluator or teacher | Evaluator* |
| **Documentation** | Optional*: Support Dialogue Form*<br><br>Memo or other record of the discussion or other forms of documentation at the building/ worksite level | • Form Required: *Performance Improvement Plan*<br>• Building/Worksite Level<br>• Director/Superintendent/Human Resources is notified |
| **Outcomes** | • Sufficient improvement – no more support needed<br>• Some improvement – continued support<br>• Little or no progress – the employee may be moved to a *Performance Improvement Plan* | • Sufficient improvement – recommendation to continue employment<br>• 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 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


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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.

**It is important to note that the support dialogue process is not intended to be punitive. Teachers should feel free to request the targeted support it offers.**

During the initial conference, both parties share what each will do to support the teacher's growth (see sample prompts in Figure 17) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* in Part III. 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 17).

Figure 17: *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


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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.

## 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 the following pages. 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 *Approaching Effective* on two or more performance standards; or
- a rating of *Ineffective* on one or more performance standards or an overall rating of *Ineffective*.

### Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan,* the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
- formulate a *Performance Improvement Plan* in conjunction with the teacher; and
- 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


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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:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated *Effective.*
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *Approaching Effective*.
- Little or no improvement has been achieved; the teacher is rated *Ineffective*.

When a teacher is rated *Ineffective*, the teacher may be recommended for dismissal. If the teacher is not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated *Ineffective* a second time, the teacher will be recommended for dismissal.

When a teacher with continuing contract status is rated *Ineffective*, 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.


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# PART II: PERFORMANCE STANDARDS

Teachers are evaluated on each performance standard using the performance rubrics found beneath the listing of performance standards and indicators in this section. The performance indicators are provided as examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard.

**The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.**

**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:)*

**The teacher:**

1.1 Addresses relevant 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, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.

1.5 Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.

1.8 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).

1.9 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

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***Professional Knowledge*** **Rubric**

| **Highly Effective**<br>*In addition to meeting the requirements for Effective…* | **Effective**<br>*Effective is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students. | The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. | The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice. | The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice. |


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**Performance Standard 2: Instructional Planning**
*The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources 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:)*

**The teacher:**

2.1 Analyzes and uses multiple sources of student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Reflects on plans after instructional delivery for future modifications.

2.5 Aligns lesson objectives to the school's curriculum and student learning needs.

2.6 Develops appropriate course, unit, and daily plans, and adapts plans when needed.

2.7 Plans and works collaboratively with others to enhance teaching and learning.

2.8 Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

***Instructional Planning*** **Rubric**

| **Highly Effective** *In addition to meeting the requirements for Effective...* | **Effective** *Effective is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students. | The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students. | The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. | The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. |


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**Performance Standard 3: Instructional Delivery**
*The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and 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:)*

**The teacher:**

3.1 Builds upon students' existing knowledge and skills.

3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.

3.4 Develops higher-order thinking through questioning and problem-solving activities.

3.5 Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.

3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.

3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.

3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

***Instructional Delivery*** **Rubric**

| **Highly Effective** *In addition to meeting the requirements for Effective...* | **Effective** *Effective is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners. | The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs. | The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs. | The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students. |


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**Performance Standard 4: Assessment of/for Student Learning**
*The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.*

**Sample Performance Indicators** (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:)*

**The teacher:**

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 formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).

4.4 Uses research-based questioning techniques to gauge student understanding.

4.5 Collaborates with others to develop common assessments, when appropriate.

4.6 Aligns student assessment with established curriculum standards and benchmarks.

4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.

4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.9 Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

***Assessment of/for Student Learning* Rubric**

| **Highly Effective** *In addition to meeting the requirements for Effective...* | **Effective** *Effective is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning. | The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/ caregivers, and other educators, as needed. | The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback. | The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner. |


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**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:)*

**The teacher:**

5.1 Arranges and modifies the classroom, as needed, 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 Encourages student engagement, inquiry, and intellectual risk-taking.

5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.

5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.

5.8 Addresses student needs by working with students individually as well as in small groups or whole groups.

5.9 Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging.

***Learning Environment*** **Rubric**

| Highly Effective<br>*In addition to meeting the requirements for Effective...* | Effective<br>*Effective is the expected level of performance.* | Approaching Effective | Ineffective |
|---|---|---|---|
| The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility. | 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/or in providing a respectful, positive, safe, student-centered environment. | The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning. |


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**Performance Standard 6: Culturally Responsive Teaching and Equitable Practices**
*The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.*

**Sample Performance Indicators** (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:)*

**The teacher:**

6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.

6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[3] including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

***Note***: Equity in education is achieved when student academic achievement cannot be determined by demographic factors.

[3] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*


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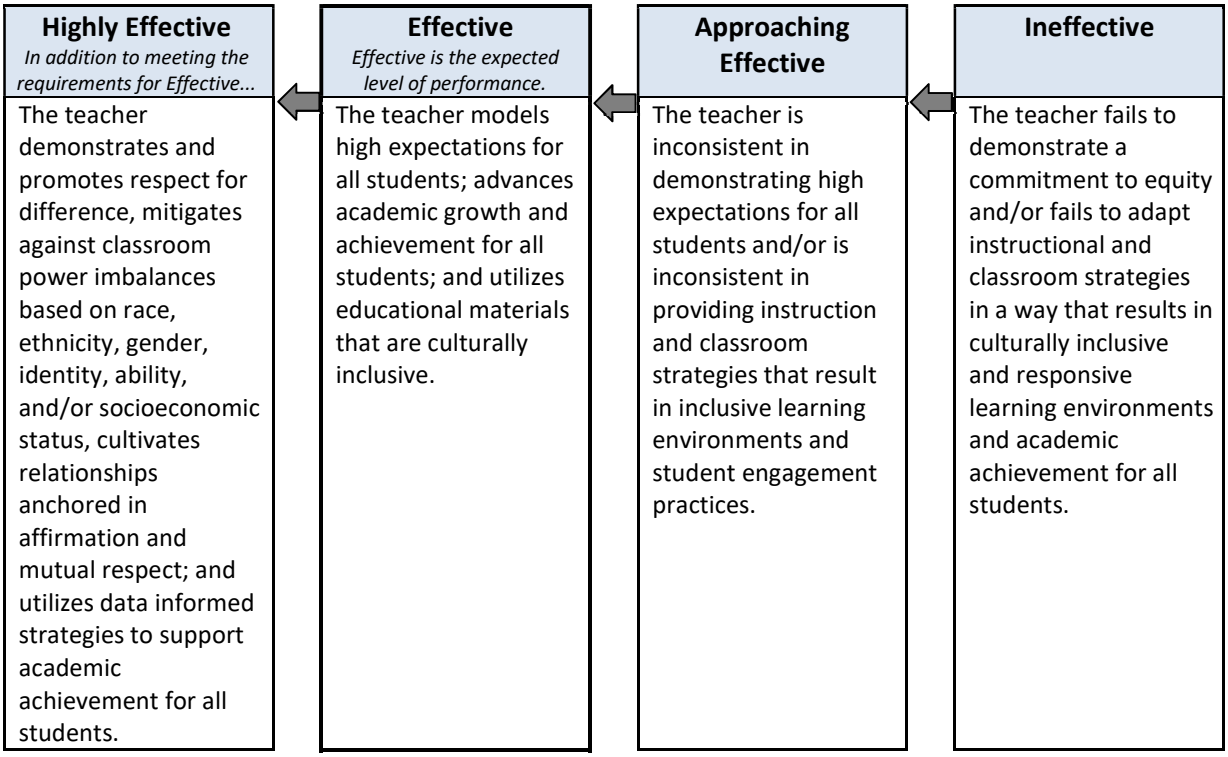
## WPS Culturally Responsive Instruction Professional Learning Framework

***Culturally Responsive Teaching and Equitable Practices* Rubric**



| **Highly Effective**<br>*In addition to meeting the requirements for Effective...* | **Effective**<br>*Effective is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students. | The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive. | The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices. | The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students. |



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**Performance Standard 7: Professionalism**
*The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.*

**Sample Performance Indicators** (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:)*

**The teacher:**

7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.

7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

7.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.

7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.

7.6 Engages in activities outside the classroom intended for school and student enhancement.

7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.

7.8 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.

7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.

7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.


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***Professionalism*** **Rubric**

| **Highly Effective**<br>*In addition to meeting the requirements for Effective...* | **Effective**<br>*Effective is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community. | The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning. | The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom. | The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities. |


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**Performance Standard 8: 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:)*

**The teacher:**

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year.

8.3 Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.

8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

***Student Academic Progress* Rubric**

| **Highly Effective** *In addition to meeting the requirements for Effective...* | **Effective** *Effective is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The work of the teacher serves as a model for others and 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. |


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# PART III: FORMS AND LOGS

## Introduction

Part III contains copies of forms supporting the evaluation of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the *Goal Setting for Student Academic Progress Form*, *Documentation Log Cover Sheet*, *Observation Form(s) or Formative Feedback Form(s)*, and *Summative Performance Report* at the school/worksite.

Figure 18: *Forms and Logs*

| Area | Form | Documentation Completed by | |
|---|---|---|---|
| | | Evaluator | Teacher |
| **Self-Reflection** | *Teacher Self-evaluation Form* | | ✓ |
| **Observation/ Formative Feedback** | *Pre-Observation Conference Record* | ✓ | |
| | *Formative Feedback Form* | ✓ | |
| | *Informal Classroom Observation/Walk-through Form* | ✓ | |
| | *Time-on-Task* | ✓ | |
| | *Questioning Techniques Analysis* | ✓ | |
| **Documentation Log** | *Documentation Log Cover Sheet* | | ✓ |
| | *Communication Log* | | ✓ |
| | *Professional Development Log* | | ✓ |
| **Surveys** | *Student Surveys*<br>*Grade 1-2 Student Survey*<br>*Grade 3-5 Student Survey*<br>*Grade 6-8 Student Survey*<br>*Grade 9-12 Student Survey* | | ✓ |
| | *Student Survey Summary* | | ✓ |
| **Student Growth** | *Goal Setting for Student Academic Progress Form* | ✓ | ✓ |
| **Evaluation** | *Interim Performance Report* | ✓ | |
| | *Summative Performance Report* | ✓ | |
| **Improvement** | *Support Dialogue Form* | ✓ | ✓ |
| | *Performance Improvement Plan Form* | ✓ | ✓ |


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# Teacher Self-evaluation Form

*<u>Directions</u>: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on one or more 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, student data, and engaging and research-based strategies and resources to meet the needs of all students.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**



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**3. Instructional Delivery**

*The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**4. Assessment of/for Student Learning**

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**


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**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: Culturally Responsive Teaching and Equitable Practices**

*The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**


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**7. Professionalism**

*The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**8. 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:**


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# Pre-Observation Conference Form

*Directions: This form may be used to take notes prior to an announced formal observation.*

Teacher: _____ Grade/Subject: _____

Date: _____

| Inquiries | Notes |
|---|---|
| 1. Describe the lesson that will be observed. What have you/will you have done instructionally with students in the days prior to the observation? | |
| 2. Describe the population of the class. | |
| 3. What will be observed? | |
| 4. What instructional methods will be used? | |
| 5. What would you like to be highlighted in this lesson? | |
| 6. What do you believe to be any areas of concern and/or areas of growth? | |
| 7. What factors or evidence do you consider to ensure culturally responsive teaching practices within this lesson? | |


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**The following several pages include four different forms that may be used for observations. School divisions may choose to use any or all of these based on their needs or a different observation form of their choosing.**

# Formative Feedback 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, artifacts, or other relevant sources of evidence.*

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.*

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

*Comments*:

☐ *Observation* ☐ *Artifacts* ☐ *Other*


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**2. Instructional Planning**

*The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.*

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans for differentiated instruction.
- Reflects on plans after instructional delivery for future modifications.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- Plans and works collaboratively with others to enhance teaching and learning.
- Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

*Comments:*

☐ *Observation* ☐ *Artifacts* ☐ *Other*

**3. Instructional Delivery**

*The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.*

- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- Develops higher-order thinking through questioning and problem-solving activities.
- Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

*Comments:*

☐ *Observation* ☐ *Artifacts* ☐ *Other*


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**4. Assessment of/for Student Learning**

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.*

- 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 formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- Uses research-based questioning techniques to gauge student understanding.
- Collaborates with others to develop common assessments, when appropriate.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

*Comments:*

☐ *Observation* ☐ *Artifacts* ☐ *Other*

**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 and modifies the classroom, as needed, 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.
- Encourages student engagement, inquiry, and intellectual risk-taking.
- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs by working with students individually as well as in small groups or whole groups.
- Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging.

*Comments:*

☐ *Observation* ☐ *Artifacts* ☐ *Other*


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**6. Culturally Responsive Teaching and Equitable Practices**

*The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.*

- Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[4] including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

*Comments:*

☐ *Observation* ☐ *Artifacts* ☐ *Other*

[4] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*


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**7. Professionalism**

*The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.*

- Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal 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 to promote students' well-being, progress, and success.
- Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

*Comments:*

☐ *Observation* ☐ *Artifacts* ☐

*Other*

**8. 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 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:*

☐ *Observation* ☐ *Artifacts* ☐

*Other*

**Additional Comments:**

Teacher's Name _____



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Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

# Informal Classroom Observation/Walk-through Form

*<u>Directions</u>: This form can be used by the evaluator to document 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.*

***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. Standards 1, 3, 5, and 6 are shown below as they are the most likely to be observed in a classroom visit.*

Teacher Observed: _____

Date: _____ Time: _____

| | |
|---|---|
| **1. Professional Knowledge**<br>• Addresses relevant curriculum standards<br>• Integrates key content elements and facilitates students' use of higher-level thinking skills<br>• Links present content with past and future learning<br>• Has accurate knowledge of the subject area(s) taught and relevant technology<br>• Demonstrates skills relevant to the subject area(s) taught<br>• Bases instruction on goals that reflect high expectations<br>• Understands the development of student age group<br>• Understands appropriate accommodations for diverse learners and students learning in unique contexts<br>• Uses precise language, vocabulary, and grammar as they relate to discipline/grade level | **Specific Examples:** |
| **3. Instructional Delivery**<br>• Builds on prior knowledge<br>• Differentiates instruction<br>• Reflects on plans after delivery<br>• Motivates students and reinforces learning goals<br>• Uses a variety of strategies/resources<br>• Provides remediation, enrichment, and acceleration<br>• Uses appropriate instructional technology<br>• Communicates clearly and checks for understanding | **Specific Examples:** |



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| | |
|---|---|
| **5. Learning Environment**<br>• Arranges/modifies the classroom to maximize learning<br>• Establishes clear expectations<br>• Maximizes instruction and minimizes disruptions<br>• Establishes a climate of trust/teamwork<br>• Encourages student engagement, inquiry, intellectual risks<br>• Promotes respectful interactions<br>• Listens and makes accommodations for students' needs<br>• Works with students individually and in groups<br>• Promotes academically appropriate/challenging environment | **Specific Examples:** |
| **6. Culturally Responsive Teaching and Equitable Practices**<br>• Disaggregates data by student group and differentiates strategies to support the achievement of all students<br>• Creates opportunities for equitable access, empowerment, and achievement for all students<br>• Cultivates relationships anchored in affirmation and mutual respect<br>• Models and communicates high expectations for all students<br>• Utilizes instructional resources that validate and affirm racial, ethnic, social, and economic diversity<br>• Utilizes the cultural knowledge, frames of reference, and performance styles of ethnically diverse students<br>• Connects classroom curriculum and instruction to the experiences, backgrounds, and traditions of all learners<br>• Communicates in linguistically and culturally responsive ways<br>• Mediates classroom power imbalances based on race, culture, ethnicity, identity, and socioeconomic conditions | **Specific Examples:** |


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# Time-on-Task Chart

Teacher: _____ Grade/Subject: _____ Number of Students: _____

Observer:_____ Date: _____ Start/End Time: _____

| **Interval** | Task, activity, event, question | **Off-Task Behaviors** *(Note # of students)* | **Teacher Management Strategy** |
|---|---|---|---|
| **5 min** | | Disrupting Others _____ #<br>Visibly Disengaged _____ # | Verbal ○ *Comments:*<br>Nonverbal ○<br>Positive ○<br>Negative ○ |
| **10 min** | | Disrupting Others _____ #<br>Visibly Disengaged _____ # | Verbal ○ *Comments:*<br>Nonverbal ○<br>Positive ○<br>Negative ○ |
| **15 min** | | Disrupting Others _____ #<br>Visibly Disengaged _____ # | Verbal ○ *Comments:*<br>Nonverbal ○<br>Positive ○<br>Negative ○ |
| **20 min** | | Disrupting Others _____ #<br>Visibly Disengaged _____ # | Verbal ○ *Comments:*<br>Nonverbal ○<br>Positive ○<br>Negative ○ |
| **25 min** | | Disrupting Others _____ #<br>Visibly Disengaged _____ # | Verbal ○ *Comments:*<br>Nonverbal ○<br>Positive ○<br>Negative ○ |
| **30 min** | | Disrupting Others _____ #<br>Visibly Disengaged _____ # | Verbal ○ *Comments:*<br>Nonverbal ○<br>Positive ○<br>Negative ○ |

Notes:

Disrupting Others includes students who are not only off-task, but also are distracting others for the teacher-assigned tasks.

Visibly Disengaged includes students who are not focusing on the teacher-assigned tasks (e.g., daydreaming), but who are not distracting other students

Teacher Management Strategy is any action taken by the teacher in response to (or in anticipation of) a lack of attention by students.



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# Questioning Techniques Analysis

*<u>Directions</u>: Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.*

Teacher: _____ Grade/Subject: _____

Observer: _____ Date/Time: _____

| Type of Question | Total # | Percent |
|---|---|---|
| Low Cognitive (Recall) | | |
| Intermediate Cognitive (Comprehension) | | |
| Application and High Cognitive (analysis, synthesis, evaluation) | | |
| Total of all questions | | |

Based on the percentages, what level of thinking was targeted?

How clearly worded were the questions?


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**While teacher reflection is strongly encouraged, it is optional based on school division policy. School divisions may modify this form to allow teachers to provide reflections, either on the actual artifact or via electronic platform tools.**

# Documentation Log Cover Sheet

*<u>Directions</u>: Teachers may use this cover sheet to list the evidence they are submitting for each performance standard as well as any reflections on the artifacts. Examples of questions on which to reflect include: 1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth? Administrators may add feedback as well.*

Teacher's Name _____ Date _____

| Performance Standard | Evidence Included | Teacher Reflection Comments | Administrator Feedback |
|---|---|---|---|
| **1. Professional Knowledge** | | | |
| **2. Instructional Planning** | | | |
| **3. Instructional Delivery** | | | |


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| Performance Standard | Evidence Included | Teacher Reflection Comments* | Administrator Feedback |
|---|---|---|---|
| **4. Assessment of/for Student Learning** | | | |
| **5. Learning Environment** | | | |
| **6. Culturally Responsive Teaching and Equitable Practices** | | | |
| **7. Professionalism** | | | |
| **8. Student Academic Progress** | | | |


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# Communication Log

Teacher: _____ School Year: _____

| Date | Person | Purpose | Mode | Notes |
|---|---|---|---|---|
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |
| | | | ☐ Conference<br>☐ Email<br>☐ Note/Letter<br>☐ Telephone<br>☐ Website | |


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# Professional Development Log

Teacher: _____ School Year: _____

| Professional Development Activity | Date | Evidence of Completion | Purpose/Outcome |
|---|---|---|---|
| ☐ Mandatory ☐ Voluntary | | ☐ Grade<br>☐ Certificate<br>☐ Other_____ | |
| ☐ Mandatory ☐ Voluntary | | ☐ Grade<br>☐ Certificate<br>☐ Other_____ | |
| ☐ Mandatory ☐ Voluntary | | ☐ Grade<br>☐ Certificate<br>☐ Other_____ | |
| ☐ Mandatory ☐ Voluntary | | ☐ Grade<br>☐ Certificate<br>☐ Other_____ | |
| ☐ Mandatory ☐ Voluntary | | ☐ Grade<br>☐ Certificate<br>☐ Other_____ | |
| ☐ Mandatory ☐ Voluntary | | ☐ Grade<br>☐ Certificate<br>☐ Other_____ | |
| ☐ Mandatory ☐ Voluntary | | ☐ Grade<br>☐ Certificate<br>☐ Other_____ | |


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# Grade 1-2 Student Survey

*<u>Directions</u>: 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: _____ Date: _____

| | | | |
|---|---|---|---|
| *Example: I ride a bus to school.* | | | |
| 1. My teacher knows a lot about what he or she is teaching. | | | |
| 2. My teacher is ready to teach every day. | | | |
| 3. My teacher makes learning interesting. | | | |
| 4. My teacher explains things so I understand. | | | |
| 5. My teacher uses different ways to help me learn. | | | |
| 6. My teacher helps me when learning is hard. | | | |
| 7. I can do the work my teacher gives me. | | | |


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| | | | |
|---|---|---|---|
| 8. My teacher knows what I do well. | | | |
| 9. My teacher lets my parents know how I am doing in school. | | | |
| 10. I can ask and answer questions in my class. | | | |
| 11. I know what the rules are in my class. | | | |
| 12. I am happy when I am in class. | | | |
| 13. I learn new things in my class. | | | |
| 14. My teacher is eager to learn new things. | | | |
| 15. My teacher listens to me. | | | |
| 16. My teacher makes learning on the computer fun. | | | |
| 17. My teacher knows how to teach class through the computer. | | | |


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| | | | |
|---|---|---|---|
| 18. My teacher shows me how to do activities on the computer. | | | |
| 19. My teacher teaches us about people who do not look like me. | | | |
| ** [Add other elements if needed, such as schoolwide goals, or subject-specific questions.]* | | | |


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# Grade 3-5 Student Survey

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

Teacher: _____ School Year: _____Class Period:_____

| | Yes | Sometimes | No |
|---|---|---|---|
| *Example: I like listening to music.* | | | |
| 1. My teacher knows a lot about what is taught. | | | |
| 2. My teacher is prepared and ready for teaching every day. | | | |
| 3. My teacher explains things so I understand. | | | |
| 4. My teacher makes class interesting and challenging. | | | |
| 5. My teacher uses different ways to teach and help me learn. | | | |
| 6. I am able to do the work my teacher gives me. | | | |
| 7. My teacher allows me to show my learning in a variety of ways. | | | |
| 8. My teacher lets my parents know how I am doing in school. | | | |
| 9. My teacher returns my work with helpful comments on it. | | | |
| 10. My teacher makes it okay for me to ask questions when I don't understand something. | | | |
| 11. My teacher shows respect to all students. | | | |
| 12. I know what the rules are in my class. | | | |
| 13. I learn new things in my class. | | | |
| 14. My teacher is enthusiastic and eager to learn. | | | |
| 15. My teacher listens to me. | | | |
| 16. My teacher makes learning online enjoyable. | | | |


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| | Yes | Sometimes | No |
|---|---|---|---|
| 17. My teacher explains how to use technology appropriately. | | | |
| 18. My teacher is helpful with online lessons and my learning. | | | |
| 19. My teacher provides books and learning materials that include people from different cultures. | | | |
| ** [Add other elements if needed, such as schoolwide goals, or subject-specific questions.]* | | | |

**COMMENTS:**


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# Grade 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.

*<u>Directions</u>: 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 **4**. If you wish to comment, please write your comments at the end of the survey.*

Teacher: _____ Date: _____ Class/Period: _____

| | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|
| *Example*: I like listening to music | 1 | 2 | 3 | 4 |
| 1. My teacher creates a classroom environment that allows me to learn. | 1 | 2 | 3 | 4 |
| 2. My teacher encourages me to evaluate my own learning. | 1 | 2 | 3 | 4 |
| 3. My teacher allows me to demonstrate my learning in a variety of ways. | 1 | 2 | 3 | 4 |
| 4. My teacher gives clear instructions. | 1 | 2 | 3 | 4 |
| 5. My teacher shows respect to all students. | 1 | 2 | 3 | 4 |
| 6. My teacher is available to help outside of class. | 1 | 2 | 3 | 4 |
| 7. My teacher grades my work in a timely manner. | 1 | 2 | 3 | 4 |
| 8. My teacher relates lessons to other subjects or the real world. | 1 | 2 | 3 | 4 |
| 9. My teacher respects different opinions. | 1 | 2 | 3 | 4 |
| 10. My teacher uses a variety of activities in class. | 1 | 2 | 3 | 4 |
| 11. My teacher encourages all students to learn. | 1 | 2 | 3 | 4 |


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| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 12. My teacher expects me to be successful. | 1 | 2 | 3 | 4 |
| 13. My teacher is knowledgeable about the subject. | 1 | 2 | 3 | 4 |
| 14. My teacher gives me help when I need it. | 1 | 2 | 3 | 4 |
| 15. My teacher prepares materials in advance and has them ready to use. | 1 | 2 | 3 | 4 |
| 16. My teacher explains things so I understand. | 1 | 2 | 3 | 4 |
| 17. My teacher makes class interesting and challenging. | 1 | 2 | 3 | 4 |
| 18. My teacher uses different ways to teach and help me learn. | 1 | 2 | 3 | 4 |
| 19. My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help. | 1 | 2 | 3 | 4 |
| 20. My teacher handles classroom disruptions well. | 1 | 2 | 3 | 4 |
| 21. My teacher encourages me to use a variety of online resources. | 1 | 2 | 3 | 4 |
| 22. My teacher has routines and procedures for our online class. | 1 | 2 | 3 | 4 |
| 23. My teacher handles online disruptions well. | 1 | 2 | 3 | 4 |
| 24. My teacher helps me appreciate different cultures. | 1 | 2 | 3 | 4 |
| **[Add other elements if needed, such as schoolwide goals, or subject-specific questions.]* | 1 | 2 | 3 | 4 |

**COMMENTS:**


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# Grade 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.

*<u>Directions</u>: 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: _____ Date: _____ Class/Period: _____

| | | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|---|
| *Example*: I like listening to music. | | 1 | 2 | 3 | 4 |
| *In this class, my teacher…* | | | | | |
| 1. | gives clear instructions. | 1 | 2 | 3 | 4 |
| 2. | treats everyone fairly. | 1 | 2 | 3 | 4 |
| 3. | is available for help outside of class time. | 1 | 2 | 3 | 4 |
| 4. | clearly states the objectives for the lesson. | 1 | 2 | 3 | 4 |
| 5. | grades my work in a reasonable time. | 1 | 2 | 3 | 4 |
| 6. | relates lessons to other subjects or the real world. | 1 | 2 | 3 | 4 |
| 7. | allows for and respects different opinions. | 1 | 2 | 3 | 4 |
| 8. | encourages all students to learn. | 1 | 2 | 3 | 4 |
| 9. | uses a variety of activities and teaching methods in class. | 1 | 2 | 3 | 4 |


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| | | | | | |
|---|---|---|---|---|---|
| 10. | communicates in a way I can understand. | 1 | 2 | 3 | 4 |
| 11. | manages the classroom with a minimum of disruptions. | 1 | 2 | 3 | 4 |
| 12. | shows respect to all students. | 1 | 2 | 3 | 4 |
| 13. | consistently enforces disciplinary rules in a fair manner. | 1 | 2 | 3 | 4 |
| 14. | makes sure class time is used for learning. | 1 | 2 | 3 | 4 |
| 15. | is knowledgeable about his/her subject area. | 1 | 2 | 3 | 4 |
| | | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| 16. | clearly defines long-term assignments (such as projects). | 1 | 2 | 3 | 4 |
| 17. | sets high expectations. | 1 | 2 | 3 | 4 |
| 18. | helps me reach my potential. | 1 | 2 | 3 | 4 |
| 19 | assigns relevant homework. | 1 | 2 | 3 | 4 |
| 20. | communicates honestly with me. | 1 | 2 | 3 | 4 |
| 21. | allows me to demonstrate my learning in a variety of ways. | 1 | 2 | 3 | 4 |
| 22. | makes class interesting and challenging. | 1 | 2 | 3 | 4 |
| 23. | is approachable and listens to me. | 1 | 2 | 3 | 4 |
| 24. | shares feedback about my learning progress with me and my parents/caregivers. | 1 | 2 | 3 | 4 |
| 25. | demonstrates an appreciation of students' cultural diversity. | 1 | 2 | 3 | 4 |
| * | *[Add other elements if needed, such as schoolwide goals, or subject-specific questions.]* | 1 | 2 | 3 | 4 |

**COMMENTS:**


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# Student Survey Summary Form

*<u>Directions</u>: Summarize according to the evidence presented from the student surveys. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as is 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 Documentation Log's Learning Environment section.)*


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# 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 _____

Grade/Subject _____ School Year _____

Evaluator's Name _____

*Initial Goal Submission (due by _____ to the evaluator)*

| ***Elements*** | ***Description*** |
|---|---|
| ***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. Methods for Attaining Goal*** *(Strategies used to accomplish the goal)*

| **Strategy** | **Evidence** | **Target Date** |
|---|---|---|
| | | |
| | | |
| | | |

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____



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Evaluator's Signature _____ Date _____


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| | |
|---|---|
| ***VI. Mid-Year Review*** *(Describe goal progress and other relevant data.)* | *Mid-year review conducted on_____*<br><br>*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 Progress ☐ Yes ☐ No***

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____


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**All probationary teachers should receive an interim evaluation. School divisions may decide whether to provide one to continuing contract teachers.**

# Teacher Interim Performance Report

Teacher's Name _____ School Year(s) _____

Grade/Subject _____

*<u>Directions</u>: 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, Documentation Log 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 _____



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**1. Professional Knowledge**

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

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

*Comments*:

*Evident* ☐ *Not Evident* ☐

**2. Instructional Planning**

*The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.*

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans for differentiated instruction.
- Reflects on plans after instructional delivery for future modifications.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- Plans and works collaboratively with others to enhance teaching and learning.
- Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

*Comments:*

*Evident* ☐ *Not Evident* ☐


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**3. Instructional Delivery**

*The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.*

- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- Develops higher-order thinking through questioning and problem-solving activities.
- Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

*Comments:*

*Evident* ☐ *Not Evident* ☐

**4. Assessment of/for Student Learning**

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.*

- 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 formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- Uses research-based questioning techniques to gauge student understanding.
- Collaborates with others to develop common assessments, when appropriate.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

*Comments:*

☐ ☐



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*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 and modifies the classroom, as needed, 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.
- Encourages student engagement, inquiry, and intellectual risk-taking.
- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs by working with students individually as well as in small groups or whole groups.
- Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging.

*Comments:*

*Evident* ☐ *Not Evident* ☐


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**6: Culturally Responsive Teaching and Equitable Practices**

*The teacher demonstrates a commitment to equity and provides instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.*

- Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[5] including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

*Comments:*

*Evident* ☐ *Not Evident* ☐

[5] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*


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**7. Professionalism**

*The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.*

- Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal 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 to promote students' well-being, progress, and success.
- Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

*Comments:*

*Evident* ☐ *Not Evident* ☐

**8. 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 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* ☐


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# Teacher Summative Performance Report

*<u>Directions</u>: Evaluators use this form before the last week of school 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

Documentation Reviewed: ✖ Documentation Log ✖ Goal Setting for Student Academic Progress Form
✖ Observation/Formative Feedback Forms ✖ Other _____

**Performance Standard 1: Professional Knowledge**

| **(4 pts.) Highly Effective** *In addition to meeting the requirements for Effective...* | **(3 pts.) Effective** *Effective is the expected level of performance.* | **(2 pts.) Approaching Effective** | **(1 pt.) Ineffective** |
|---|---|---|---|
| The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students. | The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. | The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice. | The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice. |
| ☐ | ☐ | ☐ | ☐ |

*Comments:*


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**Performance Standard 2: Instructional Planning**

| (4 pts.) Highly Effective *In addition to meeting the requirements for Effective...* | (3 pts.) Effective *Effective is the expected level of performance.* | (2 pts.) Approaching Effective | (1 pt.) Ineffective |
|---|---|---|---|
| The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students. | The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students. | The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. | The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students. |
| ☐ | ☐ | ☐ | ☐ |

*Comments:*

**Performance Standard 3: Instructional Delivery**

| (4 pts.) Highly Effective *In addition to meeting the requirements for Effective...* | (3 pts.) Effective *Effective is the expected level of performance.* | (2 pts.) Approaching Effective | (1 pt.) Ineffective |
|---|---|---|---|
| The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners. | The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs. | The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs. | The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students. |
| ☐ | ☐ | ☐ | ☐ |

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**Performance Standard 4: Assessment of/for Student Learning**

| (4 pts.) Highly Effective *In addition to meeting the requirements for Effective...* | (3 pts.) Effective *Effective is the expected level of performance.* | (2 pts.) Approaching Effective | (1 pt.) Ineffective |
|---|---|---|---|
| The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning. | The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed. | The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback. | The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner. |
| ☐ | ☐ | ☐ | ☐ |

*Comments:*

**Performance Standard 5: Learning Environment**

| (4 pts.) Highly Effective *In addition to meeting the requirements for Effective...* | (3 pts.) Effective *Effective is the expected level of performance.* | (2 pts.) Approaching Effective | (1 pt.) Ineffective |
|---|---|---|---|
| The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility. | 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/or in providing a respectful, positive, safe, student-centered environment. | The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning. |
| ☐ | ☐ | ☐ | ☐ |

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**Performance Standard 6: Culturally Responsive Teaching and Equitable Practices**

| **(4 pts.) Highly Effective** *In addition to meeting the requirements for Effective...* | **(3 pts.) Effective** *Effective is the expected level of performance.* | **(2 pts.) Approaching Effective** | **(1 pt.) Ineffective** |
|---|---|---|---|
| The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students. | The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive. | The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices. | The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students. |
| ☐ | ☐ | ☐ | ☐ |

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**Performance Standard 7: Professionalism**

| (4 pts.) Highly Effective *In addition to meeting the requirements for Effective...* | (3 pts.) Effective *Effective is the expected level of performance.* | (2 pts.) Approaching Effective | (1 pt.) Ineffective |
|---|---|---|---|
| The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community. | The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning. | The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom. | The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities. |
| ☐ | ☐ | ☐ | ☐ |

*Comments:*

**Performance Standard 8: Student Academic Progress**

| (4 pts.) Highly Effective *In addition to meeting the requirements for Effective...* | (3 pts.) Effective *Effective is the expected level of performance.* | (2 pts.) Approaching Effective | (1 pt.) Ineffective |
|---|---|---|---|
| The work of the teacher serves as a model for others and 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. |
| ☐ | ☐ | ☐ | ☐ |

*Comments:*


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**Overall Evaluation Summary Comments:**

**Comments are optional but encouraged.**

| Performance Standard | Performance Rating | Points<br>HE=4<br>E=3<br>AE=2<br>IE=1 | Weight | Weighted Total (Points x Weight) |
|---|---|---|---|---|
| Standard 1 | | | 1.25 | |
| Standard 2 | | | 1.25 | |
| Standard 3 | | | 1.25 | |
| Standard 4 | | | 1.25 | |
| Standard 5 | | | 1.25 | |
| Standard 6 | | | 1.25 | |
| Standard 7 | | | 1.25 | |
| Standard 8 | | | 1.25 | |
| **Single Summative Rating** | | | | |

| Rating | Range of Scores |
|---|---|
| *Highly Effective* | 35-40 |
| *Effective* | 26-34 |
| *Approaching Effective* | 20-25 |
| *Ineffective* | 10-19 |

☐ **Highly Effective**

☐ **Effective**

☐ **Approaching Effective**

☐ **Ineffective**

☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Ineffective*, or two or more standards are *Approaching Effective.)***


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**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


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# Support Dialogue Form

*<u>Directions</u>: 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 _____


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# 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



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**Results of Performance Improvement Plan[6]**

| 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_____

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


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# APPENDICES

The following appendices were developed to ensure the teacher performance indicators and sample artifacts provided throughout the handbook appropriately address specific teaching disciplines. Use of these supplemental discipline-specific indicators and artifact lists is optional but is recommended for consideration upon consultation between the teacher and administrator/evaluator. ***Note:*** The discipline-specific indicators and artifact lists contained in the appendices may not be used to replace the Virginia Board of Education approved teacher standards, indicators, and artifacts provided throughout Parts I and II of the *TPES Handbook*; rather, they are intended only as supplemental material to be used at the discretion of the local school division.

The Virginia Department of Education acknowledges the Virginia educators on the following list for their valuable contribution in developing the discipline-specific appendices in this document.

## Virginia Subject Matter Expert Evaluation Work Group

**English**

**Mrs. Colette Slade**
K-5 Reading Interventionist
An Achievable Dream Academy
Newport News City Schools

**Mrs. Lori Eckert**
Sixth-Grade English Teacher
New Kent Middle School
New Kent County Public Schools

**Mrs. Jennifer Campbell**
English Teacher
Nelson County High School
Nelson County Public Schools

**History and Social Sciences**

**Mrs. Hilari Rogers**
Instructional Coach—District
Norfolk City Public Schools

**Ms. Zoë Padrón**
Talent Development Resource Teacher
Western Albemarle High School
Albemarle County Public Schools

**Mr. Jeffery Keller**
Teacher
John Handley High School
Winchester City Public Schools

**Mrs. Alfreda H. Davis**
Third-Grade Teacher
Phenix Elementary School
Charlotte County Public Schools

**Mathematics**

**Mrs. Kathy O'Dell**
Middle School Math Teacher
Christiansburg Middle School
Montgomery County Public Schools

**Mr. William Daly**
Mathematics Teacher
Albemarle High School
Albemarle County Public Schools

**Mrs. Donna Snyder**
K-5 Math Specialist
Department of Teaching and Learning
Roanoke City Public Schools

**Mrs. Joy Leath**
Instructional Designer
Evergreen Elementary School
Chesterfield County Public Schools


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**Science**

**Mrs. Phyllis S. Meade**
STEM Coordinator
Henry County Public Schools

**Mrs. Erika Johnson Frazier**
Life Science Teacher
Woodbridge Middle School
Prince William County Public Schools

**Ms. Kristin Scheible**
Biology Teacher
Massaponax High School
Spotsylvania County Public Schools

**Dr. Stephanie Hooks**
Elementary Math Interventionist
Oak Grove Elementary School
Richmond City Public Schools

**Career and Technical Education**

**Mrs. Yvonne Richard**
K-6 STEM Teacher
King George Elementary School
King George County Public Schools

**Ms. Heather M. Jones**
Family and Consumer Science Teacher and FCCLA Advisor
South County Middle School
Fairfax County Public Schools

**Dr. Jessica M. Jones**
Agricultural Education Teacher and FFA Advisor
Tunstall High School
Pittsylvania County Public Schools

**English as a Second Language**

**Mrs. Amanda Davis**
District Lead English Language Teacher
Hopewell City Public Schools

**Ms. Darina Walsh**
Coordinator, PreK-12 ESOL
Instructional Services Department
Fairfax County Public Schools

**Mrs. Katy Schain**
English Learner/LIEP, Literacy Specialist
English Teacher High School
John Handley High School
Winchester City Public Schools

**Fine Arts**

**Miss Desiree Dabney**
Theatre Teacher
Boushall Middle School
Richmond City Public Schools

**Mr. Aaron Stratten**
Educational Specialist, Art
Instructional Services Department
Fairfax County Public Schools

**Ms. Veronica Jackson**
Orchestra Teacher
Alexandria City High School
Alexandria City Public Schools

**World Languages**

**Ms. Ann M. Noack**
French Immersion Teacher
Robious Elementary School
Chesterfield County Public Schools

**Mrs. Anastasia Cartlidge**
Coordinator for World Languages
Prince William County Public Schools

**Mr. Martin Fameni**
French Teacher
Woodgrove High School
Loudoun County Public Schools

**Health and Physical Education**

**Mr. Steven Ray Gray, Jr.**
Health and Physical Education Teacher
Short Pump Elementary School
Henrico County Public Schools

**Ms. Megan McLaughlin**
Health and Physical Education Teacher
John Rolfe Middle School
Henrico County Public Schools

**Ms. Tori Fantasia**
Physical and Health Education Teacher
Harrisonburg High School
Harrisonburg City Public Schools


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**Special Education**

**Mrs. Ruby Voss**
Middle School Special Education/Math Teacher
Northside Middle School
Roanoke County Public Schools

**Mr. Phillip Moorhouse**
Special Education Department Chair, Special Education/Earth Science/Biology/Astronomy Teacher
Armstrong High School
Richmond City Public Schools

**Mr. Donovan Helton**
Special Education/Biology Teacher
Honaker High School
Russell County Public Schools

**School Librarians**

**Mrs. Elizabeth (Lizzie) Barnes**
Elementary Librarian/Elementary Library Liaison
Wilderness Elementary School
Spotsylvania County Public Schools

**Dr. Kelly Passek**
School Librarian/MCPS Secondary Lead Librarian
Blacksburg Middle School
Montgomery County Public Schools

**Mrs. Heather Murfee**
School Librarian
Midlothian High School
Chesterfield County Public Schools

**Mrs. Rebecca Blevins**
School Librarian
John S. Battle School
Washington County Public Schools

**Virginia Education Association**
Mrs. Carol Bauer
Vice President

**Virginia Department of Education**
**Mrs. Patty S. Pitts**
Assistant Superintendent
Teacher Education and Licensure

**Project Consultants**
(Stronge &Associates Educational Consulting, LLC)
**Dr. James H. Stronge**
**Dr. Virginia Caine Tonneson**
**Dr. Rachel Ball**

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# Appendix A: Teachers of English

## Supplemental Performance Indicators

**1. Professional Knowledge**

1.10 Uses information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

1.11 Demonstrates and understanding of the writing process and uses a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

1.12 Is knowledgeable in a variety of effective reading strategies and helps students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

1.13 Applies the conventions of standard English in reading, writing, and oral communication.

**2. Instructional Planning**

2.9 Incorporates real-world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

**3. Instructional Delivery**

3.9 Uses a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.

**4. Assessment of/for Student Learning**

None noted

**5. Learning Environment**

5.10 Encourages opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

**6. Culturally Responsive Teaching and Equitable Practices**

None noted

**7. Professionalism**

7.11 Reflects on what he/she teaches and how they teach, while keeping abreast of current research-based practices in English and continually seeking to improve their knowledge and practice.

7.12 Collaborates with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary


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professionals into the physical and/ or virtual classroom, resulting in students producing writing, speeches, presentations, dramatic interpretations, etc.

**8. Student Academic Progress**

None noted

## Supplemental Sample Artifacts

None noted


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# Appendix B: Teachers of History and Social Science

## Supplemental Performance Indicators

**1. Professional Knowledge**

None noted

**2. Instructional Planning**

None noted

**3. Instructional Delivery**

None noted

**4. Assessment of/for Student Learning**

4.10 Engages students in a variety of written and oral assessment tasks, including writing prompts, essays, open-ended questioning, research projects, and various forms of collaborative discussion.

**5. Learning Environment**

5.10 Creates a learning environment in which historical thinking, civic competence, questioning, problem-solving, collaboration and decision-making are planned, pursued and encouraged.

**6. Culturally Responsive Teaching and Equitable Practices**

6.8 Encourages critical examination of content, paying particular attention to addressing power, systems, position, bias, stereotypes, assumptions, and dominant narratives.

**7. Professionalism**

None noted

**8. Student Academic Progress**

None noted

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

- Annotated bibliography of professional readings
- Lesson/intervention plan (including goals and objectives, activities, resources, anecdotal records based on standards, and assessment measures)
- Reflective summary of teachers' engagement in learning opportunities


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**2. Instructional Planning**

- Annotated bibliography of research-based strategies used
- Lesson/intervention plan (including goals and objectives, activities, resources, anecdotal records based on standards, and assessment measures)
- Problem-based Learning (PBL) meeting logs, minutes, or other products
- Learning menus
- Teacher/PBL created pacing guides
- Minutes or records of meetings with instructional coaches, cross-curricular planning, teams, or other professional learning discussions
- Annotated pre-assessment data

**3. Instructional Delivery**

- Images, writing samples, or student artifacts of a variety of collaborative (including flexible group) and independent learning activities
- Student surveys
- Samples of student work
- Teacher and/or student portfolio
- Modules from learning management system (Canvas modules, GoogleClassroom work, Schoology)
- Recordings of digital instruction (e.g., Zoom, GoogleMeet)

**4. Assessment of/for Student Learning**

- Evidence of cumulative records used to monitor student academic progress
- Student feedback on grading policies
- Student exemplars for each "grade" ("This is 'A' work.")
- Written lesson responses to summarize learning goals (e.g., exit tickets)

**5. Learning Environment**

- Images of the classroom showing collaborative groups, etc.
- Evidence of collaborative discussions, flexible grouping, and engagement strategies
- Emails or other correspondence with parents/guardians

**6. Culturally Responsive Teaching and Equitable Practices**

- Differentiated supports and lessons for each student based on proficiency of each standard
- Student surveys or other student feedback
- Teacher websites (screenshots or links)
- Evidence of participation in equity-centered professional development (e.g., book studies, service on an equity team, annotated reading/listening/viewing list)

**7. Professionalism**

- Documentation of serving as a mentor, cooperating teacher, school leader, volunteer, etc. (modified from general artifact list)


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- Teacher's professional development goals related to their reflection of performance and an action plan of Professional Development to help meet those goals
- Evidence of presentations at professional conferences or other professional development opportunities/venues
- Evidence of participation in committees, professional organizations, etc.

**8. Student Academic Progress**

- Student self-reflection data
- Student surveys
- Documentation of identified supports and learning opportunities
- Evidence of growth in writing, oral presentation skills, or other modes of assessment over time through portfolios, reflections, etc.


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# Appendix C: Teachers of Mathematics

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Demonstrates an understanding of mathematical concepts and procedures, mathematical problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world, and mathematical representations.

1.11 Demonstrates and fosters an understanding of mathematical process goals.

**2. Instructional Planning**

2.9 Designs instructional activities that build understanding of mathematical ideas through different representations (e.g., concrete, representation, abstract, verbal, diagrams).

2.10 Plans for questions that advance and clarify thinking.

**3. Instructional Delivery**

3.9 Uses questions that were planned in advance to clarify thinking.

**4. Assessment of/for Student Learning**

None noted

**5. Learning Environment**

5.10 Creates a physically, intellectually, and emotionally safe environment that supports and encourages reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematical opinions of others, where critical thinking is the norm.

**6. Culturally Responsive Teaching and Equitable Practices**

None noted

**7. Professionalism**

None noted

**8. Student Academic Progress**

None noted


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## Supplemental Sample Artifacts

**1. Professional Knowledge:**

- Reflection of vertical connections in lesson plans (connections to prior knowledge and where concepts will appear in future courses/future applications)

**2. Instructional Planning**

- Examples of students approaching a problem from the same lesson in different ways
- Annotated lesson plans and a reflection of how multiple representations are used within that lesson

**3. Instructional Delivery**

- Samples of student work where the teacher can demonstrate the range of student learning
- Video of discourse during a lesson (e.g., discourse between teacher and student; student and student)

**4. Assessment of/for Student Learning**

- Student interviews (e.g., face-to-face, audio, video)
- Reflections

**5. Learning Environment**

None noted

**6. Culturally Responsive Teaching and Equitable Practices**

- Activities that support the “Low Floor - High Ceiling” approach

**7. Professionalism**

None noted

**8. Student Academic Progress**

- Reflections


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# Appendix D: Teachers of Science

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Demonstrates a current understanding of science and engineering practices, computational thinking, and the nature of science.

1.11 Seeks opportunities for continual development of his/her own professional knowledge and growth to effectively incorporate learning into practice.

1.12 Demonstrates an understanding of interrelationships with science content across all disciplines.

1.13 Uses mathematics in the acquisition, analysis, and reporting of data in solving scientific problems.

1.14 Conveys the unifying concepts of science, including systems, order, and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; and forms and function.

**2. Instructional Planning**

2.9 Incorporates the nature of science into instruction by using scientific inquiry and knowledge of scientific advances to connect to other disciplines.

2.10 Uses understanding by design to purposefully incorporate the development of science and engineering practices and computational thinking into their instruction.

2.11 Uses formative assessments throughout the learning cycle, including but not limited to, inquiry-based labs, problem-based learning and performance-based assessments.

**3. Instructional Delivery**

3.9 Relates the contributions and significance of science to social and cultural developments.

3.10 Engages students in inquiry to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

3.11 Relates the historical development of scientific concepts and scientific reasoning to current understanding.

**4. Assessment of/for Student Learning**

4.10 Uses performance-based assessments that require students to use the science and engineering practices and computational thinking associated with specific content.


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**5. Learning Environment**

5.10 Employs the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space, and resources needed for learning science.

5.11 Uses science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in inquiry, engagement and intellectual risk-taking.

5.12 Reviews and implements general guidelines for safety as well as regulations related to collection and use of living organisms.

5.13 Develops communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

**6. Culturally Responsive Teaching and Equitable Practices**

6.8 Connects life experiences, diverse cultures, and communities to science using culturally rich resources, role models and examples.

6.9 Demonstrates how science and engineering practices can be used to collaborate and communicate with diverse groups to find solutions for societal problems.

6.10 Includes culturally- and socially-diverse resources when presenting materials in order to build a sense of unity in the classroom.

**7. Professionalism**

7.11 Engages actively and continuously in updating their knowledge of current STEM research and development.

**8. Student Academic Progress**

8.5 Uses quantitative and qualitative data to evaluate student academic progress as related to science and engineering practices, computational thinking, and understanding of the nature of science.

8.6 Provides continual feedback to students to work on their academic goals and progress as related to science and engineering practices, computational thinking, and understanding of the nature of science.

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

None noted

**2. Instructional Planning**


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- Lessons highlighting the development of science and engineering practices, computational thinking, and nature of science

**3. Instructional Delivery**

- Samples of handouts/presentation visuals *to include culturally responsive science teaching (Italics represent addition to existing sample artifact in Part I.)*
- Annotated photographs of class activities *to include culturally responsive science teaching (Italics represent addition to existing sample artifact in Part I.)*
- Video/audio samples of instructional units *to include culturally responsive science teaching (Italics represent addition to existing sample artifact in Part I.)*
- Samples of student lesson feedback
- List of developed higher-order thinking questions related to science content
- Samples of small group list based on enrichment and remediation
- Samples of equitable experiences in science across learning platforms

**4. Assessment of/for Student Learning**

- Examples of assessments highlighting the use of inquiry-based labs, problem-based learning and performance-based assessments
- Evidence of student growth based on portfolios or student/peer/teacher feedback

**5. Learning Environment**

- Photographs of posted science safety rules and procedures
- Examples of science safety rules and procedures written into labs/activities
- Copy of Science Safety contract signed by all students
- Teacher created survey about diverse interests, abilities, and backgrounds to promote positive classroom environment

**6. Culturally Responsive Teaching and Equitable Practices**

- Student reflections on responsive teaching and equitable practices based on teacher prepared prompts/surveys

**7. Professionalism**

- Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.)" *relevant to current STEM research and development (Italics represent addition to existing sample artifact in Part I.)*

**8. Student Academic Progress**

- *Quantitative and qualitative* data on student achievement from other valid, reliable sources development *(Italics represent addition to existing sample artifact in Part I.)*
- Examples of continual feedback


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# Appendix E: Teachers of Career and Technical Education

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Counsels students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

**2. Instructional Planning**

2.9 Uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

**3. Instructional Delivery**

3.9 Facilitates students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment, where appropriate.

3.10 Ensures Career Technical Student Organizations are integral components of classroom/laboratory instruction and that related activities are embedded into instruction.

**4. Assessment of/for Student Learning**

4.10 Communicates specific performance expectations and uses a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

**5. Learning Environment**

5.10 Creates a safe and positive environment for students both in the classroom, and where applicable, on work-based learning sites.

**6. Culturally Responsive Teaching and Equitable Practices**

6.8 Includes all student groups (such as special populations) and ensure that all students are provided opportunities to participate.

**7. Professionalism**

7.11 Affiliates with and maintains appropriate student organizations as a means of promoting student professionalism.

7.12 Continually reflects on, evaluates, and seeks to improve the profession and to update his/her knowledge and skills based on new business and industry trends, and technology and educational pedagogy.

7.13 Obtains appropriate Industry credentials and certifications.


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**8. Student Academic Progress**

8.5 Provides evidence that achievement goals have been met, including Industry certification data when available, as well as other multiple measures of student academic progress.

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

- Documentation of Career and Technical Student Organization leadership and participation
- Technical Skills Assessment Certification (Federal Monitoring Program documentation)

**2. Instructional Planning**

- Evidence of Career and Technical Student Organization integration with instruction and participation in local, regional, state, and national conferences and activities with students

**3. Instructional Delivery**

- Evidence of internships, externships, or shadowing content area specialists in the building and in the field
- Student projects, handouts, presentation, and/or annotated photographs from Career and Technical Student Organizations

**4. Assessment of/for Student Learning**

- Classroom project or a Career and Technical Student Organization scoring rubric
- Student reflection of independent projects such as Supervised Agricultural Experiences (SAE)
- Supervisor evaluation from a student work-based learning experience

**5. Learning Environment**

- Contract for a student work-based experience
- Course/district appropriate lab procedures and/or safety contract
- Federal Safety/Sanitation Assurance Certification (Federal Monitoring Program documentation)

**6. Culturally Responsive Teaching and Equitable Practices**

- Equity audit of demographics of students enrolled in courses (in partnership with school counselors and administrators in scheduling students, including an implementation plan if needed)

**7. Professionalism**


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- Professional development certificates from CTE specific professional organizations
- Proof of membership with course appropriate professional organizations
- Letters of partnership with local businesses for student work-based experiences
- Documentation from participation in Career Technical Student Organizations
- Certificate of industry certification (It is required that teachers have the industry certification of the class they are teaching)
- Agenda or meeting minutes of team, department interdisciplinary or committee meetings showing collaboration of CTE with other disciplines
- Mentorship log with journal reflections from either party (mentor or mentee)
- Personal professional journaling that shows reflection and willingness to grow
- Publications, digital media, communication from Career and Technical Student Organization and/or professional organization

**8. Student Academic Progress**

- Career and Technical Student Organization rubrics
- CTE Competency Course Records
- Data on student pass rate of industry certifications
- Chapter recognition at state and national Career and Technical Student Organizations
- Reports submitted by local chapter to state and national Career and Technical Student Organizations and professional organizations
- Documentation to show active local charter of Career and Technical Student Organizations or membership of professional organizations


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# Appendix F: Teachers of English as a Second Language

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Demonstrates understanding of current research in language acquisition and how it applies to accelerating students' English language development.

1.11 Demonstrates understanding of the relationship between the Standards of Learning and World- Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards.

1.12 Leverages students' cultures, English and home language, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

**2. Instructional Planning**

2.9 Uses English Language proficiency data to plan meaningful instruction in the four language domains: listening, speaking, reading and writing.

2.10 Analyzes the linguistic demands of rigorous learning tasks to provide appropriate linguistic supports and scaffolds.

2.11 Assigns appropriate testing and classwork accommodations using student data indicators.

**3. Instructional Delivery**

3.9 Leverages student's language, schema, culture, experiences, and interests to support English-language development and academic achievement.

3.10 Attends to language demands of grade-level academic tasks and builds opportunities for students to interact, engage, and inquire to extend academic discourse.

**4. Assessment of/for Student Learning**

4.10 Demonstrates an understanding of available testing accommodations and can match accommodations to student needs.

**5. Learning Environment**

5.10 Creates and supports safe spaces for students to develop and practice communication skills.

5.11 Creates and supports language rich environments with frequent opportunities for student-to-student interaction, collaborative inquiry, and meaning-making.


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**6. Culturally Responsive Teaching and Equitable Practices**

6.8 Demonstrates attitudes and behaviors that leverage students' home language, culture, and experiences as assets.

6.9 Challenges assumptions and linguistic, cultural, and racial bias in English-learner policy and practice.

6.10 Supports content area teachers' development of inclusive, culturally relevant, and responsive learning experiences.

6.11 Promotes two-way communication between school staff and multilingual families that is consistent, meaningful, and culturally-and linguistically-responsive.

**7. Professionalism**

7.11 Cultivates partnerships to engage multilingual families in shared decision-making regarding their child's education.

7.12 Contributes to a positive and inclusive school culture that is culturally and linguistically responsive and values the diverse strengths English learners and their families bring to the school community.

**8. Student Academic Progress**

None noted

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

None noted

**2. Instructional Planning**

None noted

**3. Instructional Delivery**

None noted

**4. Assessment of/for Student Learning**

None noted

**5. Learning Environment**

None noted

**6. Culturally Responsive Teaching and Equitable Practices**

None noted


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**7. Professionalism**

- Parent conference notes
- Parent meeting attendance rosters
- Appointment calendar

**8. Student Academic Progress**

None noted


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# Appendix G: Teachers of the Fine Arts

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Demonstrates knowledge of instructional methods necessary to develop fine arts production and performance skills.

**2. Instructional Planning**

None noted

**3. Instructional Delivery**

None noted

**4. Assessment of/for Student Learning**

4.10 Assesses and provides feedback to students at various stages of the creative process.

**5. Learning Environment**

5.10 Promotes a safe and positive space for students to provide and receive feedback, critique, or response.

5.11 Demonstrates, promotes, and plans for safe and appropriate use of materials, equipment, and performance/studio spaces.

**6. Culturally Responsive Teaching and Equitable Practices**

None noted

**7. Professionalism**

7.11 Demonstrates and promotes appropriate copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

**8. Student Academic Progress**

None noted

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

- Documentation of directing, conducting, curating, or participating in fine arts performances, exhibitions, or publications *(also provides evidence for Standard 7)*
- Documentation of service as an adjudicator, judge, or evaluator in fine arts events, competitions, or competitions *(also provides evidence for Standard 7)*


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- Documentation of leading professional development sessions for your school, division, or professional conferences *(also provides evidence for Standard 7)*

**2. Instructional Planning**

- Documentation of voluntary observation of other teachers and classrooms to influence and enhance instructional planning

**3. Instructional Delivery**

- Documentation of coordinating guest presenters, clinicians, artists, and performances to enhance instruction
- Documentation of co-curricular and extra-curricular activities to promote and enhance leaning

**4. Assessment of/for Student Learning**

- Samples of critiques or feedback from professional evaluators or judges used to modify instructional planning
- Evidence of assessing artistic and creative process and progress in addition to final products or performances
- Audio or video recordings of individual student or ensemble performances or presentations

**5. Learning Environment**

- Plan or explanation of strategies for promoting a safe and positive space when providing feedback, critique, or response to peers

**6. Culturally Responsive Teaching and Equitable Practices**

- Samples of instructional materials, repertoire, or exemplars that represent the diversity and identity of the students

**7. Professionalism**

- Example of collaborative work with peers *(examples of interdisciplinary lesson and collaboration with other departments and disciplines.) (Italics represent addition to existing sample artifact in Part I.)*
- *Documentation of* serving as a mentor, cooperating teacher, school leader, volunteer, etc. *(Italics represent addition to existing sample artifact in Part I.)*

**8. Student Academic Progress**

- Performance-based evaluations showcasing ensemble and individual progress and progressions


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# Appendix H: Teachers of World Languages

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Demonstrates proficiency in listening, reading, speaking, and writing in the target language and demonstrates an understanding of the concepts and content included in the Virginia World Language Standards of Learning.

1.11 Demonstrates knowledge, skills, and linguistic structures of the target language and creates learning experiences that make these aspects of the subject matter meaningful to students.

1.12 Demonstrates a broad understanding of the K-12 world language curriculum continuum.

1.13 Demonstrates an understanding of interrelationships among other academic disciplines and integrates knowledge from other academic disciplines.

**2. Instructional Planning**

2.9 Demonstrates the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

**3. Instructional Delivery**

3.9 Uses the target language as the primary language of instruction and provides extensive opportunities for its use by students.

3.10 Provides a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

**4. Assessment of/for Student Learning**

4.10 Consistently monitors and assesses student progress in a manner that includes all three modes of communication (interpretive, interpersonal, and presentational).

**5. Learning Environment**

5.10 Creates a learning environment in which diverse cultural products, practices, and perspectives within students' own communities and throughout the world are explored and respected.

5.11 Creates rapport with students that encourages social interaction, risk-taking, and active engagement in learning.


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**6. Culturally Responsive Teaching and Equitable Practices**

6.8 Facilitates experiences in which diverse cultural products, practices, and perspectives within students' own communities and throughout the world are explored and respected.

6.9 Demonstrates an understanding and appreciation of cultural diversity and how experiences may be interpreted differently.

**7. Professionalism**

7.11 Works collaboratively with colleagues and the global community to expand his/her knowledge, to provide opportunities for students, and to promote world language learning.

7.12 Stays informed of current practices in language instruction and regularly seeks to improve his/her knowledge and methodology.

**8. Student Academic Progress**

8.5 Uses progress indicators to show students' growth toward performance benchmarks in the three modes of communication (interpretive, interpersonal, and presentational).

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

- Lesson plans that use a backward design model and incorporate the other American Council on the Teaching of Foreign Languages (ACTFL) core practices of facilitating target language use, using of authentic texts, designing communicative tasks, teaching grammar as a concept in context, and providing effective feedback: https://www.actfl.org/resources/guiding-principles-language-learning *(also provides evidence for Standard 2)*
- Annotated samples to show evidence of participation in world language curriculum development sessions
- Notes/journals that represent participation in a world language textbook adoption / resources committee

**2. Instructional Planning**

- Teacher Effectiveness for Language Learning, Planning Self-Assessment: http://www.tellproject.org/wp-content/uploads/2015/05/TELL_SelfAssessment_P.pdf
- Evidence of using ACTFL Can-Dos to guide planning and instruction: https://www.actfl.org/resources/ncssfl-actfl-can-do-statements
- Annotated lesson plan using the ACTFL lesson plan template (https://www.actfl.org/sites/default/files/publications/keys-


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planning/BlankLessonPlanTemplate.docx) with activities that span the three modes of communication (interpretive, interpersonal, and presentational)

**3. Instructional Delivery**

- Teacher Effectiveness for Language Learning, Learning Experience Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_LE.pdf
- Video/audio samples of instructional units that show teacher interacting with students, and students interacting among themselves, using the target language for at least 90% of the time

**4. Assessment of/for Student Learning**

- Teacher Effectiveness for Language Learning, Performance & Feedback Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_PF.pdf
- Samples of formative and summative *performance* assessments in the three modes of communication (interpretive, interpersonal, and presentational)
- Evidence of student growth in performance in the target language that occurred over time through feedback and revisions *(also provides evidence for Standard 8)*
- Copy of students' journals of self-reflection and self-monitoring (Linguafolio can be a tool for students' self-reflection and to document growth in performance in the target language) *(also provides evidence for Standard 8)*

**5. Learning Environment**

- Teacher Effectiveness for Language Learning, Environment Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_E.pdf *(also provides evidence for Standard 6)*
- List of student and teacher co-created norms or class expectations which promote risk-taking, respect, and reflect class values

**6. Culturally Responsive Teaching and Equitable Practices**

- Evidence of using American Council on the Teaching of Foreign Languages (ACTFL) Can-Dos for intercultural communication: https://www.actfl.org/sites/default/files/can-dos/Intercultural%20Can-Do_Statements.pdf
- Examples of cooperative learning strategies used to facilitate student communication

**7. Professionalism**

- Teacher Effectiveness for Language Learning, Professionalism Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_PR.pdf

**8. Student Academic Progress**

- Teacher use of progress indicators to show students' growth toward performance benchmarks (American Council on the Teaching of Foreign Languages (ACTFL) Performance Descriptors:


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*Interpersonal*:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpersonal.pdf

*Interpretive*:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpretive.pdf

*Presentational*:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Presentational.pdf


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# Appendix I: Teachers of Health Education and Physical Education

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Demonstrates an understanding of concepts, skills, and processes of health education, physical education, and driver education.

1.11 Demonstrates knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess effective instruction.

**2. Instructional Planning**

2.9 Plans instructions to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

**3. Instructional Delivery**

3.9 Demonstrates knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

3.10 Implements a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

3.11 Uses different approaches to learning and creates appropriate instruction for diverse learners (IEP, medical notes, etc.).

**4. Assessment of/for Student Learning**

4.10 Uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

4.11 Uses and interprets student data to guide instruction.

**5. Learning Environment**

5.10 Actively organizes, allocates, and manages resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

5.11 Uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.


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**6. Culturally Responsive Teaching and Equitable Practices**

None noted

**7. Professionalism**

7.11 Adheres to school/county guidelines in manners pertaining to professional attire (i.e., athletic attire is appropriate and professional).

7.12 Seeks to improve their knowledge and practice and to stay informed of current research-based practices and new technologies.

7.13 Interacts in an ethical and professional manner with administrators, parents, students, and the community.

7.14 Engages in activity with students for the purpose of enhancing instructional demonstration and student motivation, as opposed to participating for personal benefit.

**8. Student Academic Progress**

None noted

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

None noted

**2. Instructional Planning**

- Evidence of using curriculum driven by Virginia and/or National Standards of Learning
- Samples of lessons addressing cognitive, psychomotor, and affective objectives

**3. Instructional Delivery**

None noted

**4. Assessment of/for Student Learning**

- Criterion-referenced and norm-referenced testing
- Physical fitness profiles and portfolios

**5. Learning Environment**

- Teacher-created content-specific displays
- Annotated photos of protocols which promote a safe learning environment

**6. Culturally Responsive Teaching and Equitable Practices**

- Examples of community involvement to support inclusion of diverse cultures


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**7. Professionalism**

None noted

**8. Student Academic Progress**

None noted


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# Appendix J: Teachers of Special Education

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Communicates knowledge obtained regarding the student to other appropriate staff members, community, and families within the guidelines of confidentiality.

1.11 Consistently identifies and assesses the assistive technology needs of each student.

**2. Instructional Planning**

None noted

**3. Instructional Delivery**

3.9 Uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

**4. Assessment of/for Student Learning**

None noted

**5. Learning Environment**

None noted

**6. Culturally Responsive Teaching and Equitable Practices**

6.8 Demonstrates knowledge of the characteristics and effects of the cultural, physical, and social environment of students and their families.

**7. Professionalism**

None noted

**8. Student Academic Progress**

None noted

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

- Publication in a professional or content-area journal, book or book chapter, or educational research project or paper *(also provides evidence for Standard 7)*
- Presentation slides of Professional Development given *(also provides evidence for Standard 7)*


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**2. Instructional Planning**

- Lesson plans showing evidence of co-planning between co-teaching team
- Co-teaching Roles and Responsibility Planner

**3. Instructional Delivery**

- Sample of differentiated assignments

**4. Assessment of/for Student Learning**

None noted

**5. Learning Environment**

- Behavior management tools (i.e., Behavior Improvement Plan)

**6. Culturally Responsive Teaching and Equitable Practices**

None noted

**7. Professionalism**

See above

**8. Student Academic Progress**

None noted


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# Appendix K: School Librarians

## Supplemental Performance Indicators

**1. Professional Knowledge:**

1.10 Demonstrates ability to interpret and apply collection analysis data to support the school community.

1.11 Bases program planning and administration on national standards set by the American Association of School Librarians (AASL).

**2. Instructional Planning**

2.9 Promotes an appreciation of reading.

2.10 Provides an effective communication plan for school library programs with and for the school community.

**3. Instructional Delivery**

3.9 Models the proper use of and educates about copyright responsibility and digital citizenship.

**4. Assessment of/for Student Learning**

None noted

**5. Learning Environment**

5.10 Creates a welcoming environment that encourages all students and staff to engage in the school library.

**6. Culturally Responsive Teaching and Equitable Practices**

6.8 Curates and provides equitable access to the school library's diverse and authentic resources.

6.9 Provides a safe zone for learners to explore the school library's collection without judgement.

6.10 Partners with the larger community to provide additional resources for diverse learners.

**7. Professionalism**

7.11 Follows procedures for selecting, acquiring, and cataloging materials and resources, and conducts periodic inventory of school library resources to make informed collection development decisions, including weeding of items.

7.12 Manages school library budgets and maintains accurate records.


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7.13 Trains and manages school library support staff (assistants, volunteers, and/or student aides).

7.14 Articulates the impact of and advocates for the role of the school librarian and the school library program.

**8. Student Academic Progress**

None noted

## Supplemental Sample Artifacts

**1. Professional Knowledge:**

- Published articles
- Samples of contributions made to curriculum development and/or other professional committees
- Samples of professional development presentations given to faculty or professional conferences
- Collection analysis data
- Lesson plans implementing AASL standards

**2. Instructional Planning**

- Evidence of collaboration (meeting minutes, calendars, emails, feedback, lesson plans)
- Evidence of reading promotion (book displays, book talks, book clubs, author visits, community reading events, flyer)

**3. Instructional Delivery**

- Samples of school library programming (book clubs, craft clubs, reading campaigns, school library advisory committees)
- Lesson plans
- Multimedia products highlighting copyright and digital citizenship responsibilities

**4. Assessment of/for Student Learning**

- Circulation statistics

**5. Learning Environment**

- School library reports (inventory report, collection analysis, diversity audit, financials, foot traffic) *(also provides evidence of Standard 7)*
- Annotated photographs of school library space (makerspace areas, interactive areas, reading nooks, quiet room displays)
- Photos of student work on display


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**6. Culturally Responsive Teaching and Equitable Practices**

- School library mission and vision statements that highlight equitable access policies
- Evidence of the removal of barriers which may prevent use of school library resources
- Analysis of collection development data, diversity audit, and the resulting collection development plan
- Evidence of partnerships with members of larger community

**7. Professionalism**

- Evidence of fundraising, grants or donation programs
- Evidence of participation in school/community events (i.e., family nights, sporting events, etc.)
- Evidence of following policy for reviews of challenged materials and advocating for intellectual freedom
- Copies of monthly newsletters
- School Library webpage
- Training materials used with assistants, volunteers, and/or student aides

**8. Student Academic Progress**

None noted


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