

KGCS Summative Evaluation Performance Standards

Performance Standard 1: Professional Knowledge

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

- 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.

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.

- 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.

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.

- 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.

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.

- 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.

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.

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.

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.

6.1 Reviews assessment 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.

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.

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.

- 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.

Performance Standard 8: Student Academic Progress

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

- 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.