

LUNENBURG COUNTY PUBLIC SCHOOLS



TEACHER PERFORMANCE EVALUATION SYSTEM

Together for Success

ACKNOWLEDGEMENTS

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MISSION

Lunenburg County Public Schools are responsible for setting high expectations for all students and providing the environment, instruction, and support to ensure that all students are learning and achieving as measured by rigorous standards.

PART I: INTRODUCTION

The *Lunenburg County Public Schools Teacher Performance Evaluation System* (TPES) uses the Goals and Roles Performance Evaluation Model[®] (short title: Goals and Roles Model[®]) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The TPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

PHILOSOPHY OF EVALUATION

Teacher performance review is a complicated but necessary process. It is particularly complex because of the varied types of teachers and students, and styles of teaching and learning. Properly done, however, such a review can and should result in positive, constructive change. Central to this idea is the concept that one never grows too old, too wise, or too experienced to improve.

Performance review should always be approached in a positive manner. The results, however, may not always be viewed positively depending upon the expectations of both the reviewer and the teacher. Nevertheless, supportive, constructive results are far more likely to occur when all parties approach the process positively. In view of these ideas, the following philosophy has been adopted:

1. Promote continuing improvement in instruction.
2. Motivate school personnel to develop individual programs for self-improvement.
3. Co-align personal and organizational objectives.
4. Assess the strengths and implement constructive objectives.
5. Create a positive working environment.

PURPOSES OF EVALUATION

It is important to understand that the purpose of teacher performance review is to improve the quality of instruction; therefore, it is necessary to assess one's performance as it relates to clearly defined areas. These areas must be identified and related to specific performance criteria. Performance assessment is both an on-going constructive process (formative) and a system for the periodic measurement of performance (summative).

The primary purposes of teacher performance review are to:

1. optimize student learning and growth,
2. improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
3. contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Lunenburg County Public Schools,
4. provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
5. implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of teacher performance review are:

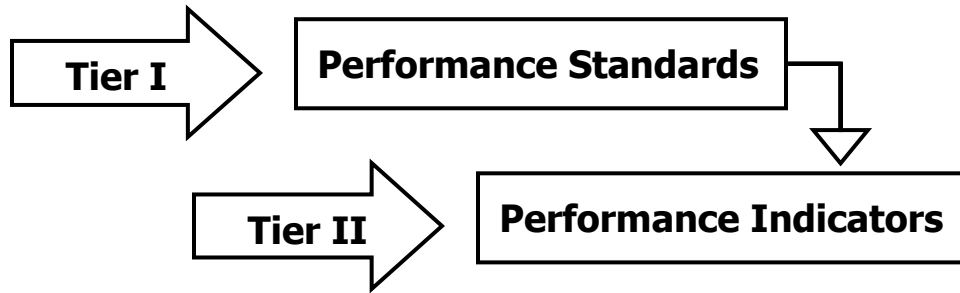
1. a focus on the relationship between professional performance and improved learner academic achievement,
2. sample performance indicators for each of the teacher performance standards,
3. a system for documenting teacher performance based on multiple data sources,
4. a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
5. a support system for providing assistance when needed.

PART II: PROCESS

IDENTIFYING TEACHER PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the teacher evaluation system. 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 uniform 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. Again, the goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The expectations for professional performance are defined using a two-tiered approach.



PERFORMANCE STANDARDS

Performance standards refer to the major duties performed. There are seven performance standards for all teachers.

Performance Standard 1: Professional Knowledge

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

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Performance Standard 7: Student Academic Progress

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

PERFORMANCE INDICATORS

A set of performance indicators has been developed (see Part III) to provide examples of observable, tangible behaviors. The performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. ***The list of performance indicators is not limited and all teachers are not expected to demonstrate each performance indicator.***

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Instructional Delivery standard are listed in Figure 1 below.

Figure 1: *Sample of Performance Standard and Indicators*

<p>PERFORMANCE STANDARD 3: INSTRUCTIONAL DELIVERY <i>The teacher effectively engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.</i></p>
<p>SAMPLE PERFORMANCE INDICATORS <i>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</i></p> <p>The teacher:</p> <ol style="list-style-type: none">3.1 Promotes student learning by addressing individual learning differences.3.2 Uses rigorous instructional strategies (e.g. modeling, demonstrating, think-alouds, etc.).3.3 Uses instructional technology to enhance student learning.3.4 Engages and maintains students in active learning.3.5 Makes learning relevant by connecting student’s prior knowledge and experiences to the learning process.3.6 Communicates clearly and regularly with students and checks for understanding through reinforcing daily objectives, learning goals, and expectations throughout lessons.3.7 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.3.8 Provides guided practice that is consistent, systematic, and of high quality, and shifts responsibility for learning to students.

The performance indicators help teachers and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. ***Ratings are NOT made at the performance indicator level, but at the performance standard level.***

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described in Figure 2 below provide accurate feedback on teacher performance.

Figure 2: *Documentation Sources for Teacher Evaluation*

DATA SOURCE	DEFINITION	
Goal Setting for Student Progress	Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on results of performance measures. The goals and their attainment constitute an important data source for evaluation.	
Observations	Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the building administrator's discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.	
	<p>Formal Observations An important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and review of student data.</p>	<p>Informal Observations 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.</p>
Teacher Documentation Log	The Teacher Documentation Log is generated by the teacher for the seven performance standards. The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.	
Student Surveys	Teachers are required to survey their students. It is recommended that teachers enter a summary of the results in their documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.	

STUDENT PROGRESS

The *Code of Virginia* requires that school boards' procedures for evaluating teachers address student academic progress; how this requirement is met is the responsibility of local school boards. Though not mandated, the Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that each teacher receive a summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measure of growth, accounts for a total of 40 percent of the evaluation.
2. At least 20 percent of the teacher evaluation (50 percent of the growth measure) is comprised of growth as determined from the Virginia state growth measure, student growth percentiles, when the data are available and can be used appropriately.
3. Another 20 percent of the teacher evaluation (50 percent of the growth measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. **Note:** Whenever possible, it is recommended that the second growth measure be grounded in validated, quantitative measures, using tools already available in the school.

It is important to understand that *less than 30 percent* of teachers in Virginia's public schools will have a direct measure of student progress based on Standards of Learning assessments results. The median student growth percentile may be used as one direct measure of student progress when the data are available for a minimum of 40 students and growth data are available for at least two years. However, there must be additional measures for the remaining 70 percent of teachers, and to ensure there are one or more additional measures for teachers who can appropriately use the student growth percentile as one of multiple growth measures in the evaluation. Quantitative measures of growth based on validated achievement measures that already are being used locally should be the first data considered when determining local growth measures; other measures are recommended for use when two valid and direct measures of growth are not available.

STUDENT PERCENTILE GROWTH SCORES

It is generally acknowledged that if test data are to be used to inform teacher performance evaluations, it is critical to control for students' prior achievement.^a While there are a variety of approaches to controlling for prior achievement, VDOE has determined that the student growth percentile (SGP) methodology can be used as a valid measure of relative student growth using Virginia's current assessment system, and can continue to be used as tests change and the system evolves. The SGP statistical models are multiple years of data from Virginia Standards

^aDomaleski, C. & Hill, R. (2010). Considerations for using assessment data to inform determinations of teacher effectiveness. Center for Assessment. Available at: <http://www.nciea.org/papers-UsingAssessmentData4-29-10.pdf>.

of Learning (SOL) assessments statewide, linked by unique student identifiers, to calculate SGPs. At the student level, SGPs describe the progress students make from one year to the next compared to students with similar SOL achievement history. This provides an understanding of how much progress students made based on where they started—regardless of whether they started as low, moderate, or high achieving students.

Student growth percentiles provide student-level progress information for students at all achievement levels. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar SOL test scores). The statistical method works independently of SOL performance levels. Therefore, nearly all students included in the SGP calculations no matter the scores they earned on past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year's test.^b

SGPs describe the percentile for ***change in achievement***, not absolute achievement. Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earns an SGP of 90 earned an SOL score that was as high as or higher than 90 percent of the other students statewide who had similar academic histories on SOL tests. Only 10 percent of students with similar prior achievement histories earned higher scores. Equivalently, a student with an SGP at or above 90 occurs only 10 percent of the time and reflects, similar to height and weight percentiles used by doctors and parents, how extraordinary a student's current achievement is, taking account of where they started.

By taking account of where students start, comparing students to students with similar achievement histories (or academic peers), the SGP provides a measure on which students, regardless of achievement levels, have equal potential to demonstrate relatively high or relatively low growth each year. Thus, in practice, it is important to understand that:

- low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.
- high-achieving students can show low growth relative to other high-achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.^c

The combination of SGPs and proficiency data provide information about the amount of growth—and effort needed—for students to meet their SOL achievement goals in the future.

^bIn the initial statistical models, based on SOL data from 2006 through 2009, elementary school students who earned high advanced proficient scores for two consecutive years were not evenly distributed across the scale. However, all students who were impacted by this finding have documented growth that is, at minimum, on the high end of the scale from 1 through 99. This finding is unlikely to have a significant impact when SGPs are used as an indicator of student progress in teacher performance evaluation, because these students' progress will be documented as being high. This finding, representing a ceiling effect in certain assessments, is explained in more detail in the technical documentation VDOE developed on student growth percentiles. Further, this issue will be addressed as new assessments are developed to measure student achievement based on standards revised in 2009 and 2010.

^cAs of June 2011, VDOE will remove students who score 600 on two consecutive tests from the SGP calculations.

The growth data can provide information about what growth percentile is required for each student to:

- continue to perform at current proficiency levels over time (e.g., What growth percentile is necessary for students who score at the advanced proficiency level to maintain this higher achievement level as they progress through school?).
- decrease a proficiency level (e.g., What growth percentile score will result in students dropping down a proficiency level in coming years?).

Because SGPs are percentiles, expressing the growth necessary to reach/maintain a desired level of achievement also indicates the likelihood that this level of achievement will occur. That is, the growth percentile data provide information that indicates whether a particular outcome (e.g., reaching proficient or advanced proficient achievement levels) has a low, moderate, or high likelihood of occurring, given similar conditions moving forward. This information is valuable in helping stakeholders understand how to set ambitious, yet reasonable, achievement goals for students.

On behalf of the Virginia Department of Education, the National Center for the Improvement of Educational Assessment developed statistical models that produce SGPs for Virginia's public school students who:

- participated in Standards of Learning (SOL) assessments in grades 4 through 8 in reading;
- participated in SOL assessments in grades 4 through 8 and Algebra I in mathematics.
- have two or more SOL assessment scores from the prior year on a regular (not alternative) assessment in the appropriate content area; and
- were assessed in the spring administration.

In applying SGPs to teacher performance evaluations, it is critical that the data be used appropriately. When available and appropriate, median growth percentiles generally should be used as one indicator of student progress, described in Standard 7. The median SGP can be interpreted in the following way: half of the students in the group (e.g., class) showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value. For example, when a teacher's median student growth percentile is 65, this indicates that half of this teacher's students showed progress on the SOL test that was at or above the level of progress demonstrated by 65 percent of all students in Virginia who had similar achievement histories (i.e., showed similar achievement on the SOL tests in the past). Generally, the median will adequately represent the typical amount of growth students in a group have made during the most recent academic year. However, teachers and principals should review the distribution of data to ensure that the median is a reasonable summary statistic to apply. For example, teachers' growth data may show a bimodal distribution (nearly all students show either higher or lower growth, but few are in the middle), and this should be considered before finalizing the performance rating used for Standard 7.

Table 1: *Median Growth Percentiles Used in Teacher Performance Evaluation*

Range of Median Student Growth Percentile	Interpretation
< 35	The majority of students demonstrated low growth.
35 to 65	The majority of students demonstrated moderate or higher growth.
> 65	The majority of students demonstrated high growth.

Table 2: *Recommendations for Use of Student Growth Percentiles in Teacher Performance Evaluation*

Instructional Personnel	Application of Student Growth Percentiles	Other Growth Measures
<u>TIER I</u> : Teachers of reading and mathematics for whom student growth percentiles are available (grades 4-8 English/Math Classes)	20% of the total evaluation based on median growth percentile when: <ul style="list-style-type: none"> • data from <i>at least</i> 40 students are available, possibly from multiple years; • data from students are representative of students taught^d; and • data from <i>at least</i> two years are available; three years should be reviewed whenever possible 	20% of the total evaluation based on other growth measures: <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • 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).

^dTeachers and administrators need to determine applicability of student growth percentiles to the evaluation of teachers who teach disproportionately large numbers of students who participate in alternative assessments or who have a significant number of students who transferred into their classroom from out of state or late in the school year. In most of these situations, the median growth percentile would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7.

Instructional Personnel	Application of Student Growth Percentiles	Other Growth Measures
<p><u>Tier 2</u>: Teachers who support instruction in reading and mathematics for whom student growth percentiles area available.</p>	<p>When aligned to individual or school-wide goals, no more than 20% of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level).</p> <ul style="list-style-type: none"> • Decisions about the application of student growth percentiles for support teachers must be made locally • Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers 	<p>40% of the total evaluation based on growth measures other than the SGPs depending on the application of student growth percentiles.</p> <ul style="list-style-type: none"> • 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. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.
<p><u>Tier 3</u>: Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available.</p>	<p>Not applicable</p>	<p>40% of the total evaluation based on growth measures other than the SGP.</p> <ul style="list-style-type: none"> • 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. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could

		<p>establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam).</p> <ul style="list-style-type: none"> • To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.
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(The Tier designation of personnel may change depending on circumstances. For example, a Special Education teacher may be classified as Tier I, II or III, depending upon their assignment in the building.)

GOAL SETTING FOR STUDENT ACHIEVEMENT^e

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 based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting*^f is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A value-added—or gain score—approach can be used that documents their influence on student learning.

Depending on grade level, content area, and learner’s ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

The Intent of Student Achievement Goal Setting

Teachers have a definite and powerful impact on student learning and academic performance.¹ The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,

^ePortions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge and Stronge, J. H. & Grant, L. W. (2009). Adapted with permission.

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- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and ultimately,
- increase student achievement.²

Submission of the Goal Setting for Student Progress Form

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluator within the first month of the school year.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 days of the end of the first semester. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

Goal Setting Form Explanation

The following describes the sections of the *Goal Setting for Student Progress Form*.

- I. **Setting:** Describe the population and special circumstances of the goal setting.
- II. **Identify the content area:** The area/topic addressed based on learner achievement or program progress, or observational data.
- III. **Provide baseline data:** Determine the learner's baseline data (where they are now) using the following process:

- a. Collect and review data.
- b. Analyze the data.
- c. Interpret the data.
- d. Determine needs.

Examples of data sources for monitoring student progress can be found in Figure 3.

Figure 3: Examples of Data Sources for Monitoring Student Progress

<p><i>Criterion- and Norm-Referenced Tests</i></p> <ul style="list-style-type: none"> ◆ Advanced Placement Tests ◆ Brigance ◆ Virginia Standards of Learning (SOL) ◆ Scholastic Reading Inventory (SRI) ◆ Phonological Awareness Literacy Screening (PALS) ◆ Developmental Spelling Analysis (SDA) ◆ Developmental Reading Assessment (DRA) ◆ Qualitative Reading Inventory (QRI) ◆ STAR Early Literacy ◆ STAR Math ◆ STAR Reading ◆ Virginia Alternate Assessment Program (VAAP) ◆ Virginia Grade Level Alternative (VGLA) ◆ Virginia Substitute Evaluation Program (VSEP) <p><i>Benchmark Tests</i></p> <ul style="list-style-type: none"> ◆ Division Benchmark Tests based on the standards ◆ CTE Competencies ◆ President’s Physical Fitness Tests <p><i>Teacher Assessments</i></p> <ul style="list-style-type: none"> ◆ Quizzes ◆ Tests ◆ Authentic assessments/portfolios/writing samples/running records ◆ Grade analysis by nine weeks/interim reports ◆ Semester/end-of-course examinations ◆ Pre-/Post-testing ◆ NCS Mentor

- IV. **Write goal statement:** What do you want learners to accomplish?
- a. Select an emphasis for your goal, focusing on the classroom/teacher level.
 - b. Develop an annual goal.
- V. **Means for attaining the goal:** Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in Figure 4.

Figure 4: Examples of Strategies to Improve Student Learning

- ♦ Modified teaching/work arrangement
- ♦ Cooperative planning with master teachers, team members, department members
- ♦ Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- ♦ Visits to other classrooms – Peer observations
- ♦ Use of instructional strategies (e.g., differentiation, interactive planning)
- ♦ Focused classroom observation
- ♦ Development of curricular supplements
- ♦ Completion of workshops, conferences, coursework
- ♦ Co-teaching; collaborative teaching

- VI. **Mid-year review:** The accomplishments of the learner are reviewed after the second quarter student interim progress reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.
- VII. **End-of-year data results:** The accomplishments of the learner are reviewed at the end of the year.

OBSERVATIONS

Observations are intended to provide information on a wider 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. The Observation/Document Review Form is used to provide targeted feedback on teachers' effectiveness related to seven performance standards: Professional

Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism and Communication, and Student Progress. Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using the observation form and through a post-conference with the teacher. Other observation forms may be used at the evaluator's discretion.

Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year (one announced—first year teachers only and at the discretion of the building level administrator for teachers on a Plan of Improvement—and two unannounced). Two of these observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the building level administrator's discretion.

Formal Observations

In a formal observation, the evaluator conducts a structured, planned observation—either announced or unannounced. Announced observations are to be conducted only once for first year teachers and upon the discretion of the evaluator only once for those teachers who are under a Plan of Improvement. The observation should be conducted when the teacher is presenting a lesson to or interacting with students. Formal observation should not be conducted during testing or in situations that do not afford the evaluator examples of strong instructional practice. Evaluators can use formal observations as **one** source of information to determine whether a teacher is meeting expectations for performance standards. Formal classroom observation should last a specified period of time (for example, 30 or 45 minutes, or the duration of a full lesson). **For maximum value, the building level administrator should ensure that formal observations occur throughout the year.**

When the evaluator has scheduled an announced formal observation, a pre-conference to discuss the teacher's lesson plan and lesson expectations should be held within three days prior to observing the announced lesson. Once a formal observation has been completed, whether announced or unannounced, the evaluator should review with the teacher all information summarized on the *Formal Teacher Observation Performance form* as well as any other applicable documentation within five (5) working days following the observation, unless extenuating circumstances exist. 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. **Formal observation should also serve as the foundation for all summative evaluations.**

Informal Observations

Informal observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observation by observing instruction and non-instructional routines at various times throughout the evaluation cycle. Informal observations are less structured than formal observations and include observing instruction for a duration of ten to fifteen minutes or observing work in non-classroom settings at various times throughout

the school year. For example, an informal observation might include briefly visiting a classroom during a science laboratory experiment or observing a teacher participating in a faculty meeting or committee meeting. **An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance.** Also, it is important to obtain a representative sampling of performance observation through regular, repeat visits to classrooms. Evaluators should complete an *Informal Teacher Observation Form*. A 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.

Classroom Walk-Through Observations

This form of observation is designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, **evaluators should be cautious in relying on these visits for individual teacher evaluation because they are not designed for teacher evaluation.** Visits of three to five minutes, even if conducted frequently, may not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

TEACHER DOCUMENTATION LOG

The purpose of the *Teacher Documentation Log* (see Part IV) is to provide evidence of performance related to specific standards. **There are three items required in the Teacher Documentation Log (Cover Sheet, Student Progress Goal Setting Form, and Parent Communication Log);** however, other documents may be included, such as: Evidence of Professional Development, Record of Extracurricular Activities, Evidence of Assessment for Learning, and other documents related to the Teacher Evaluation Standards. These documents provide administrators with information they likely would not receive in an observation. Specifically, the *Teacher Documentation Log* provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the *Teacher Documentation Log* is used to organize the multiple data sources included in the teacher evaluation.

A cover sheet for items to include is presented in Part IV. The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Administrators and evaluators review the documentation log annually. Additionally, teachers in their probationary period will meet with administrators and/or evaluators to review their documentation log by the end of the first semester.

The *Teacher Documentation Log* should be available at the request of the administrator and/or evaluator.

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation,
- is a collection of artifacts that result from regular classroom instruction,
- may be kept as electronic files or in paper form (e.g. three-ring binder, file folder),
- must include the required documentation listed on the cover sheet,
- is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/monthly)
- should be available for review at administrator’s request,
- should be user-friendly (neat, organized),
- remains in teacher’s possession except when reviewed by the evaluator,
- belongs to the employee, and
- will be checked at least one time per year with feedback provided.

A Documentation Log is NOT:

- a portfolio, or
- additional forms or materials created solely for the purpose of evaluation.

Required Items

Figure 5: *Sample Items in a Documentation Log*

STANDARDS	REQUIRED ITEM	EXAMPLES OF EVIDENCE
1. Professional Knowledge	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none">• Transcripts of coursework• Professional development certificates• Annotated list of instructional activities• Lesson/intervention plan• Journals/Notes that represent reflective thinking and professional growth• Samples of innovative approaches developed by teacher
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	Can include: <ul style="list-style-type: none">• Differentiation in lesson planning and practice

		<ul style="list-style-type: none"> •Analysis of classroom assessment •Data driven curriculum revision work <p>Examples:</p> <ul style="list-style-type: none"> ➤Sample lesson or unit plan ➤Course syllabus ➤Intervention plan ➤Substitute lesson plan ➤Annotated learning objectives
3. Instructional Delivery	<i>No evidence is required in the Documentation Log</i>	<p>Can include (but not required):</p> <ul style="list-style-type: none"> •Annotated photographs of class activities •Handouts or sample work •Video/Audio samples of instructional units
4. Assessment of and for Student Learning	Evidence of the use of baseline and periodic assessments	<p>Can include:</p> <ul style="list-style-type: none"> •Samples of baseline and periodic assessments given •Samples of both formative and summative assessment •Graphs or tables of student results •Records within electronic curriculum mapping tool <p>Examples:</p> <ul style="list-style-type: none"> ➤Brief report describing your record keeping system and how it is used to monitor student progress ➤Copy of scoring rubrics ➤Photographs or photocopies of student work with written comments ➤Samples of educational reports, progress reports or letters prepared for parents or students ➤Copy of disaggregated analysis of student achievement scores on standardized tests ➤Copy of students' journals of self-reflection and self-monitoring
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	<p>Can include (but not required);</p> <ul style="list-style-type: none"> •Student survey summary information •List of classroom rules with brief explanation of the procedures used to develop and reinforce them •Schedule of daily classroom routines •Explanation of behavior management philosophy and procedures
6. Professionalism	Evidence of:	<p>Can include:</p> <ul style="list-style-type: none"> •Record of participation in

	<ul style="list-style-type: none"> *Commitment to professional Growth *Parent Communication Log 	<ul style="list-style-type: none"> extracurricular activities and events •Record of professional development taken or given •Examples of collaborative work with peers •Evidence of communication with students, families, colleagues and community Examples: <ul style="list-style-type: none"> ➤Copy of classroom newsletter or other parent information documents ➤Sample copy of interim reports
7. Student Academic Progress	*Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised at midterm and end of year

STUDENT SURVEYS

The purpose of the student survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. The student survey may provide information that may not be accurately obtained in observations.

Four different versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion.

The teacher retains sole access to the results of the student surveys. The teacher may choose to include a summary of the survey data in the *Documentation Log*. (See Part IV – *Student Survey Summary Form*).

ALIGNMENT OF PERFORMANCE STANDARDS WITH DATA SOURCES

Some performance standards are best **documented** through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 4 shows the alignment of performance standard by data source.

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

Performance Standard	Teacher Documentation Log	Student Growth Percentiles and/or Goal Setting	Observations	Student Surveys
1. Professional Knowledge	/	/	X	/
2. Instructional Planning		/	X	/
3. Instructional Delivery		/	X	/
4. Assessment of and for Student Learning	X	/	/	
5. Learning Environment			X	/
6. Professionalism	X		/	/
7. Student Academic Progress		X		/
X – indicates a strong relationship / -- indicates a relationship				

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. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part III). Further details on the rating process are provided in subsequent sections of the *Handbook*.

EVALUATION SCHEDULE

Summative evaluations are to be completed by the last week of school. The procedures for evaluating the performance of teachers rely on multiple data sources, including but not limited to, observation and goal setting.

Teachers New to Lunenburg County Public Schools

All probationary teachers are evaluated summatively during each of their first three years in the school division. The first observation for a first-year teacher should be an announced observation. Probationary teachers will also receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards.

Teachers on Continuing Contract (Veteran Teachers)

All teachers on continuing contract receive a summative evaluation every third year. Unannounced observations, student surveys, and Goal Setting for Student Progress are done

yearly for all teachers, regardless of whether it is their summative evaluation year or not. *Documentation Logs* are considered to be a work in progress and are ongoing.

DOCUMENTATION RECORDS

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among Lunenburg County Public Schools, the documentation may be forwarded to the receiving school's building administrator. At the end of the evaluation cycle, the evaluator retains copies of the *Student Progress Goal Setting Form*, *Teacher Documentation Log Cover Sheet*, *Observation Form(s)*, and *Summative Evaluation Form* at the school/worksite. A copy of these documents is also forwarded to the Personnel Office to be placed in the employee's personnel file.

TEACHER EVALUATION TIMELINE AND PROCEDURES

Date	Evaluation Groups (3-year cycle)				Activities for Improvement	Task or Document	Responsibility of	
	P*	1	2	3			Evaluator	Teacher
First two weeks of school	✓	✓	✓	✓	Distribute information on Evaluation process and timeline	Notification to all personnel	✓	
By the end of the fourth week of school	✓	✓	✓	✓	Develop a spreadsheet to document evaluation cycle Establish student progress goal(s)	No form available Goal Setting for Student Progress Form	✓ ✓	✓
By the end of the first marking period	✓				Formal observation of all probationary teachers	Formal Observation Form	✓	
First half of the second marking period	✓	✓	✓	✓	Student Surveys and Summary of Student Survey Feedback	Student Survey and Summary		✓
By the end of the first semester	✓			✓	Formal observation of all probationary teachers; Formal observation of all continuing Group 3 Teachers	Formal Observation Form	✓	
Mid-year	✓ ✓ ✓	✓	✓	✓	Mid-year conference: •Review of goal(s)— all probationary and continuing contract teachers) •Review of Documentation Log of probationary teachers •Interim performance evaluation of probationary Teachers	Forum set by the principal •Goal Setting for Student Progress Form •Documentation Log •Interim Performance Report	✓ ✓ ✓	✓ ✓
February 15	✓ ✓			✓	Formal observation of all probationary teachers Summative Review of all probationary teachers Summative Review of continuing contract teachers if non-renewal of contract is anticipated	Summative Evaluation Form and/or Improvement Plan Form	✓ ✓ ✓	
By March 1		✓	✓		Informal observation of continuing contract teachers	Informal Observation Form	✓	
By April 1				✓	Summative Review	Summative Evaluation Form	✓	✓
Before the last week of school	✓			✓	Summative Evaluation (all probationary and continuing contract teachers in their summative year)	Summative Evaluation Form	✓	
Before the last week of school		✓	✓		Interim performance (all continuing contract/veteran educational specialists in years one and two of the three-year cycle)	Interim Performance Report	✓	
Two weeks after the last day of school	✓	✓	✓	✓	Submit all evaluation paperwork to the Supervisor of Personnel		✓	

***P-Probationary Teachers:** Includes all beginning teachers in their first three years of employment; all first year teachers new to LCPS; and all teachers on a Performance Improvement Plan.

Group 1 – Continuing Contract Teachers: Observed informally for **one** year; formally and summatively the second year to develop a three-year rotation.

Group 2 – Continuing Contract Teachers: Observed informally for **two** years; formally and summatively the third year to develop a three-year rotation.

Group 3 – Continuing Contract Teachers: Observed formally and summatively on a three-year rotation.

RATING TEACHER PERFORMANCE

For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both interim and summative evaluations of teachers. While the building level administrator has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the school, other administrators, such as assistant principals and coordinators, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Interim Evaluation

Some teacher evaluation systems include an interim review, especially for probationary teachers, in order to provide systematic feedback prior to the completion of a summative evaluation. Multiple data sources 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 teachers' performance by a given date (for example, the last school day before winter break each year for Probationary teachers). *Please note that the Teacher Interim Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance.*

Definition of Ratings

The rating scale describes four levels of how well the standards (duties and expectations) are performed on a **continuum** from "exemplary" to "unacceptable." The use of this scale enables evaluators to acknowledge effective performance and provides two levels of feedback for teachers not meeting expectations, "needs improvement" and "unacceptable." **PLEASE NOTE: Ratings are applied to the seven performance standards, NOT to performance indicators.**

Figure 7: *Definitions of Terms Used in Rating Scale*

Category	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: <ul style="list-style-type: none">•consistently exhibits behaviors that have a strong positive impact on learners and the school climate•serves as a role model to others•sustains a high performance over a period of time
Proficient	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: <ul style="list-style-type: none">•meets the requirements contained in the job description as expressed in the evaluation criteria•demonstrates willingness to

		learn and apply new skills •exhibits behaviors that have a positive impact on learners and the school climate
Developing/Needs Improvement	The teacher often performs below the standard or in a manner that is inconsistent with the school’s mission and goals.	Below acceptable performance: •requires support in meeting the standards •results in less than quality work performance •leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Ineffective performance: •does not meet the requirements contained in the job description as expressed in the evaluation criteria •may result in the employee not being recommended for continued employment

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (i.e., one-year for probationary teachers, three years for continuing contract teachers). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from the following sources are reviewed: 1) data collected through multiple observations, 2) goal setting, 3) student performance measures, and 4) other relevant sources. **The integration of multiple sources of data provides the evidence used to determine the performance ratings for the summative evaluation for all teachers.**

There are two major considerations in assessing job performance during summative evaluation: 1) the actual teacher performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined teacher expectations.

Additionally, evaluators have two tools to guide their judgment for rating teacher performance for the summative evaluation: 1) the performance indicators, and 2) the performance rubric. Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. The performance rubric is a *behavioral* summary scale that describes acceptable performance levels for each of the seven teacher performance standards. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of **all teachers**. The rubrics guide evaluators in assessing *how well* a standard is performed.

They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practices.

Performance Indicator Examples

Figure 8: *Sample Rubric of Teacher Performance (Standard 5: Learning Environment)*

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

***Teachers who are exemplary often serve as role models and/or teacher leaders.**

PLEASE NOTE: The rating "proficient" is the expected level of performance.

Summative evaluation should be completed in compliance with the *Code of Virginia* and school division policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle (year 3). **However, if a teacher with continuing contract status is not meeting expectation (at any point in the cycle) or is fulfilling a performance improvement plan, the evaluation cycle will vary.** A summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle. Summative ratings should apply the rating for each of the seven performance expectations, **with the most significant weight given to Standard 7 – Student Academic Progress.**

The *recommendation* is that school divisions weight each of the first six standards equally at ten percent (10%) and that Standard 7 account for forty percent (40%) of the evaluation. In determining the final summative rating, the following approach *could* be used.

1. Apply numbers one (1) (unacceptable) through four (4) (exemplary) to the rating scale

Exemplary = 4
Proficient = 3
Developing/Needs Improvement = 2
Unacceptable = 1

2. Calculate the weighted contribution of each standard to the summative evaluation; and
3. Add the weighted contribution to achieve the final summative evaluation.

Two examples are provided to detail how this approach would apply.

PERFORMANCE STANDARD	PERFORMANCE RATING	QUANTIFIED RATING	PERCENTAGE CONTRIBUTION TO THE SUMMATIVE RATING	WEIGHTED CONTRIBUTIONS = (quantified performance rating multiplied by percentage contribution)
Standard 1	Proficient	3	10%	0.3
Standard 2	Proficient	3	10%	0.3
Standard 3	Proficient	3	10%	0.3
Standard 4	Proficient	3	10%	0.3
Standard 5	Proficient	3	10%	0.3
Standard 6	Exemplary	4	10%	0.4
Standard 7	Proficient	3	40%	1.2
SUMMATIVE RATING				3.1

PERFORMANCE STANDARD	PERFORMANCE RATING	QUANTIFIED RATING	PERCENTAGE CONTRIBUTION TO THE SUMMATIVE RATING	WEIGHTED CONTRIBUTIONS = (quantified performance rating multiplied by percentage contribution)
Standard 1	Proficient	3	10%	0.3
Standard 2	Developing	2	10%	0.2
Standard 3	Proficient	3	10%	0.3
Standard 4	Proficient	3	10%	0.3
Standard 5	Proficient	3	10%	0.3
Standard 6	Developing	2	10%	0.2
Standard 7	Proficient	3	40%	1.2
SUMMATIVE RATING				2.8

Single Summative Rating

In addition to receiving a diagnostic rating for each of the seven 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 seven performance standards; rather it is to provide an overall rating of the employee's performance.

The overall summative rating will be judged "acceptable" or "unacceptable."

1. If the employee has an "unacceptable" rating on one or more of the seven performance standards, the individual will receive an overall performance rating of "unacceptable."

2. If the employee has three or more “needs improvement” ratings from among the seven performance standards, the individual will be rated as “unacceptable.”

Number of Observations

Minimum Number of Yearly Observations

CONTRACT STATUS	FORMAL OBSERVATION	INFORMAL OBSERVATION	WALKTHROUGH <i>No Minimum</i>
Probationary Teacher Teacher on an Improvement Plan	3		
Continuing Contract teachers in Year 3 of the Evaluation Cycle	1		
Continuing Contract teachers in Year 1 or Year 2 of the evaluation cycle		1	

Evaluators are reminded that *all* teachers receive a summative evaluation at the end of year 3 in their observation cycle. It is the building administrator’s responsibility to develop and submit a spread sheet documenting the evaluation cycle for their school. Annual updated spreadsheets should be submitted to the personnel office no later than the last day of the first month of school. Notify all personnel that the observation cycle begins on the **second** Monday after the start of each school year.

Building administrators are responsible for ensuring that only Board-approved documents are used when completing evaluations and that all evaluations are completed according to State and division policy. At the end of the evaluation cycle, the building administrator is responsible for submitting the summative evaluation form to the supervisor of personnel for placement in the teachers’ personnel file no later than June 30th.

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.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the building level administrator and the teacher. It is an optional 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 “unacceptable” performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other.

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teacher whose work is unacceptable.
Initiates Process	Evaluator or teacher	Evaluator
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form <i>required: Performance Improvement Plan</i> Building/Worksite Level Supervisor of Personnel is notified
Outcomes	<ul style="list-style-type: none"> •Performance improves to proficient—no more support •Some progress—continued support •Little or no progress—the employee may be moved to a <i>Performance Improvement Plan</i>. 	<ul style="list-style-type: none"> •Sufficient improvement— recommendation to continue employment •Inadequate improvement— recommendation to non-renew or dismiss the employee

SUPPORT DIALOGUE

The *Support Dialogue* is initiated by evaluators 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. During the initial session, both parties share what each will do to support the teacher’s growth (see sample prompts below), and decide when to meet again. 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 below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

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 to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement has not been made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan*, the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

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 well?

PERFORMANCE IMPROVEMENT PLAN

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan*.

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. A teacher who receives two or more "Not Evident" ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

- a rating of "Developing/Needs Improvement" on **two or more** performance standards, or
- a rating of "Unacceptable" on **one or more** performance standards or an overall rating of "Unacceptable."

Implementation of Performance Improvement Plan

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

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the teacher, and
- review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated "Proficient."
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the teacher is rated "Unacceptable."

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

When a veteran/long-term teacher is rated unacceptable, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations are applicable, will be collected.

Request for Review of an "Unacceptable" Rating

The teacher may request a review of the evidence in relation to an "Unacceptable" rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division. Any such request must be made in writing within ten (10) days following the review date of the Summative Evaluation.

PART III: PERFORMANCE STANDARDS

Performance standards are the expectations for effective professional performance and refer to the major duties performed by teachers. There are seven **performance standards** for all teachers. For each of the seven performance standards a variety of **performance indicators** have been developed as a guideline for assessing the quality of performance that meets each performance standard. **Performance indicators** are not to be used as a checklist to be used quantitatively, but are provided to present examples of the ways a standard can be achieved. Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section.

PERFORMANCE STANDARD 1: PROFESSIONAL KNOWLEDGE

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

EXAMPLE PERFORMANCE INDICATORS

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

The teacher:

- 1.1 Effectively addresses appropriate curriculum standards and integrates key content elements.
- 1.2 Facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates accurate and current knowledge of subject matter and checks for understanding.
- 1.5 Demonstrates skills relevant to subject area(s) and utilizes best practices based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students.
- 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of age group.

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter, pedagogical knowledge, and regularly enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student development, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge, or inadequately addresses the developmental needs of students.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Facilitates planning units in advance to make intra- and interdisciplinary connections.¹
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.²
- Identifies instructional objectives and activities³ to promote students' cognitive and developmental growth.⁴

PERFORMANCE STANDARD 2: INSTRUCTIONAL PLANNING

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

EXAMPLE 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 student learning data to inform planning.
- 2.2 Plans instruction and integrates clear, logical lesson plans with Virginia Standards of Learning and division curriculum pacing guides.
- 2.3 Uses a variety of teaching methods, strategies, and resources to differentiate instruction and promote learning for all students.
- 2.4 Develops appropriate course, unit, and lesson plans to address immediate and long-range goals.
- 2.5 Coordinates plans with grade-level or content-area colleagues and with appropriate personnel (school, division, community)

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Constructs a blueprint of how to address the curriculum during the instructional time.⁵
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.⁶

PERFORMANCE STANDARD 3: INSTRUCTIONAL DELIVERY

The teacher effectively engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.

EXAMPLE PERFORMANCE INDICATORS

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

The teacher:

- 3.1 Promotes student learning by addressing individual learning differences.
- 3.2 Uses rigorous instructional strategies (e.g. modeling, demonstrating, think-alouds, etc.).
- 3.3 Uses instructional technology to enhance student learning.
- 3.4 Engages and maintains students in active learning.
- 3.5 Makes learning relevant by connecting student’s prior knowledge and experiences to the learning process.
- 3.6 Communicates clearly and regularly with students and checks for understanding through reinforcing daily objectives, learning goals, and expectations throughout lessons.
- 3.7 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.
- 3.8 Provides guided practice that is consistent, systematic, and of high quality, and shifts responsibility for learning to students.

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ learning needs.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.⁷
- Uses a variety of instructional strategies.⁸
- Uses research-based strategies to make instruction student-centered.⁹
- Involves students in cooperative learning to enhance higher-order thinking skills.¹⁰
- Uses students’ prior knowledge to facilitate student learning.¹¹
- Possesses strong communication skills,¹² offering clear explanations and directions.¹³
- Differentiates for students’ needs using remediation, skills-based instruction, and individualized instruction.¹⁴
- Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques.¹⁵

PERFORMANCE STANDARD 4: ASSESSMENT OF AND FOR STUDENT LEARNING

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

EXAMPLE PERFORMANCE INDICATORS

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

The teacher:

- 4.1 Follows district guidelines and timelines for administering and analyzing data from district benchmarks.
- 4.2 Prepares and administers ongoing student assessment tools based on division curriculum and pacing guides.
- 4.3 Uses a variety of assessments, in addition to multiple-choice formats, to monitor learning progress (including, but not limited to, assessment and performance tasks, student projects and products, learning inventories, and systematic observation—all of which apply to learning).
- 4.4 Maintains and communicates assessment information to profile student progress.
- 4.5 Uses pre-/post-assessment data on each student.
- 4.6 Maintains appropriate student records.
- 4.7 Provides constructive and frequent feedback to students and parents based on an analysis of data.

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback¹⁶ and reinforcement.¹⁷
- Gives homework and offers feedback on the homework.¹⁸
- Uses open-ended performance assignments.¹⁹
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.²⁰

- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.²¹

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.

EXAMPLE 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 physical classroom space to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes and respects students’ diversity, including language, culture, race, gender, and special needs.
- 5.6 Actively listens and pays attention to students’ needs and responses.
- 5.7 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Cares about students as individuals and makes them feel valued.²²
- Adapts teaching to address student learning styles.²³
- Acknowledges his or her perspective and is open to hearing their students’ worldviews.²⁴
- Is culturally competent.²⁵
- Seeks to know about the cultures and communities from which students come.²⁶

PERFORMANCE STANDARD 6: PROFESSIONALISM

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

EXAMPLE PERFORMANCE INDICATORS

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

The teacher:

- 6.1 Carries out duties in accordance with state and federal laws as well as established school board policies, regulations, practices, and guidelines.
- 6.2 Maintains professional demeanor and behavior including punctuality and professional appearance.
- 6.3 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvements.
- 6.4 Participates in ongoing professional growth activities and incorporates learning in classroom activities.
- 6.5 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families and administration.
- 6.6 Sets professional goals for improvement of knowledge and skills.
- 6.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy and rarely takes advantage of professional growth opportunities.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Recognizes the levels of involvement, ranging from networking to collaboration.²⁷
- Uses multiple forms of communication between school and home.²⁸
- Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁹
- Is culturally competent.³⁰
- Seeks to know about the cultures and communities from which students come.³¹

PERFORMANCE STANDARD 7: STUDENT PROGRESS

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

EXAMPLE PERFORMANCE INDICATORS

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

The teacher:

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress.
- 7.2 Documents the progress of each student throughout the year based on formative and summative assessments.
- 7.3 Provides evidence that achievement goals have been met using multiple measures of student growth.
- 7.4 Determines and provides appropriate support to increase achievement levels for all students.
- 7.5 Uses available performance outcome data to continually document and communicate student academic progress and develop learning targets.

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing /Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all population taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Knows the students' abilities and sets realistic goals.³²
- Raises the achievement levels for all groups of students in the classroom.³³
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.³⁴



GOAL SETTING FOR STUDENT PROGRESS FORM

Teacher's Name: _____ **School:** _____

Subject/Grade: _____ **School Year:** _____

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.

1. Setting <i>(Describe the population and special learning circumstances)</i>		
2. Content/Subject/Field Area <i>(The area/topic addressed based on learner achievement, data analysis or observational data)</i>		
3. Baseline Data <i>(What is shown by the current data?)</i>	<input type="checkbox"/> <i>Data attached</i>	
4. Goal Statement <i>(Describe what you want learners/program to accomplish—desired results)</i>		
5. Means for Attaining Goal <i>(Strategies used to accomplish the goal)</i>		
Strategy	Evidence	Target Date

The teacher may attach additional professional comments and evidence of completion of the objectives.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Continued on next page

GOAL SETTING FOR STUDENT PROGRESS FORM - Continued

6. Mid-Year Review (Describe goal progress and other relevant data)	Mid-year review conducted on _____ Initials: _____ (teacher) _____ (evaluator)
	<input type="checkbox"/> Data attached

Teacher's Signature _____ Date: _____

Evaluator's Signature _____ Date: _____

End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth **Yes** **No**

Evaluator's Signature _____ Date: _____



TEACHER PERFORMANCE EVALUATION GOAL(S)

Teacher's Name: _____ School: _____

Subject/Grade: _____ School Year: _____

SECTION A: To be completed by the teacher and submitted to the building principal/designee by the deadline set annually by the Supervisor of Personnel.

1. Goal Statement:
2. Specific action to be taken and timelines:
3. Benefit(s) for students that will result from action(s) taken:
4. Documentation of results/evaluation to be used (identified at initial conference):
5. Resources needed (administrative, staff development, materials, people):

SECTION B: To be completed by the building principal/designee and copy given to teacher by the deadline set annually by the Supervisor of Personnel.

By my signature below, I give approval of this plan.

Signature: _____ Date: _____

SECTION C: To be completed by teacher and administrator at the conclusion of the plan by the deadline set annually by the Supervisor of Personnel.

The above-named teacher has (check one): satisfactorily unsatisfactorily achieved this/these Teacher Performance Evaluation goal(s).

Signature of Building Administrator: _____ Date: _____

I acknowledge that I have received this document and been given an opportunity to discuss it with the evaluator. My signature does not necessarily mean that I agree with this rating.

Signature of Teacher: _____ Date: _____



TEACHER INFORMAL EVALUATION- CLASSROOM WALK THROUGH

Teacher: _____ Subject: _____ Grade: ____ Date: _____ Time: _____

Topic of Lesson/SOL: _____ Walkthrough completed by: _____

X	Classroom Management	Comments
	Students are engaged and on task	
	Teacher is moving around the room (not seated at the desk)	
	Teacher has control of the class	

Classroom Environment		
	SOL objectives are clear and posted	
	Lesson plans, pacing guide, curriculum is available	
	Developing word wall for vocabulary is neat/visible	
	Setup and décor are conducive to learning (not distracting or cluttered)	
	Co-teaching – both teachers actively involved in instruction	

Instruction		
	Evidence of differentiation of lesson objectives	
	Lesson is relevant, motivating, rigorous	
	Research-based instructional strategies observed: <input type="checkbox"/> Identifying similarities and differences <input type="checkbox"/> Summarizing and note taking <input type="checkbox"/> Reinforcing effort and providing recognition <input type="checkbox"/> Using homework and practice <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Generating and testing hypotheses <input type="checkbox"/> Using questions/cues/organizers	
	Level of Bloom's questioning being used: <input type="checkbox"/> Remember (Knowledge) <input type="checkbox"/> Understand (Comprehension) <input type="checkbox"/> Apply (Application) <input type="checkbox"/> Analyze (Analysis) <input type="checkbox"/> Evaluate (Synthesis) <input type="checkbox"/> Create (Evaluation)	
	Instructional Assistant is working directly with students	
	Clear academic focus is evident	
	Students have a clear understanding of the assignment	
	Lesson format is: <input type="checkbox"/> Hands-on <input type="checkbox"/> Small groups working cooperatively <input type="checkbox"/> Whole class <input type="checkbox"/> Interactive between teacher and student <input type="checkbox"/> Questioning techniques encourage higher order/critical thinking skills	

Additional comments or observations:





PRE-OBSERVATION CONFERENCE RECORD

Teacher's Name: _____ **School:** _____

Subject/Grade: _____ **School Year:** _____

Conference Date: _____ **Evaluator:** _____

Inquiries	Notes
1. Describe the lesson which will be observed. ♦The minimum length for an observation is 30 minutes. Would you like me to stay longer based on the lesson you have planned? ♦What have/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?	



TEACHER DOCUMENTATION LOG COVER SHEET

Teacher: _____

School: _____

Subject/Grade: _____

School Year: _____

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge	<i>No evidence is required in the Documentation Log.</i>	Can include (but not required): <ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher 	
2. Instructional Planning	<i>Evidence of using data about student learning to guide planning and instruction</i>	Can include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> --Sample lesson or unit plan --Course syllabus --Intervention plan --Substitute lesson plan --Annotated learning objectives 	
3. Instructional Delivery	<i>No evidence is required in the Documentation Log.</i>	Can include (but not required): <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional Units 	

TEACHER DOCUMENTATION LOG COVER SHEET – PAGE TWO

Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of/for Learning	<i>Evidence of the use of baseline and periodic assessments</i>	Can include: <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: <ul style="list-style-type: none"> --Brief report describing your record keeping system and how it is used to monitor student progress --Copy of scoring rubrics --Photographs or photocopies of student work with written comments --Samples of educational reports, progress reports or letters prepared for parents or students --Copy of disaggregated analysis of student achievement scores on standardized test --copy of students' journals of self-reflection and self-monitoring 	
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	

TEACHER DOCUMENTATION LOG COVER SHEET – PAGE THREE

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism and Communication	<i>Evidence of:</i> <i>Commitment to professional growth</i> <i>*Parent Communication Log</i>	Can include: <ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: --Copy of classroom newsletter or other parent information documents --Sample copy of interim reports	
7. Student Progress	<i>*Student Progress Goal Setting Form</i>	Student Achievement Goal Setting Document – Revised at midterm and end of year	

**indicates a required item*



COMMUNICATION LOG

Teacher's Name: _____ School: _____

Subject/Grade: _____ School Year: _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	



PROFESSIONAL DEVELOPMENT LOG

Teacher's Name: _____ **School:** _____

Subject/Grade: _____ **School Year:** _____

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____



GRADE K-2 STUDENT SURVEY

Directions: As your teacher reads the sentence, color the face that shows what you think.

Teacher's Name: _____ **Date:** _____

	Yes	Sometimes	No
1. My teacher hears what I need to say.			
2. My teacher gives me help when I need it.			
3. I learn new things in my class.			
4. I know what the rules are in my class.			
5. I am able to do the work my teacher gives me.			
6. I am happy when I am in class.			
*			
*			

*Add other elements if needed, such as school-wide goals, or subject-specific elements.



GRADE 3-8 STUDENT SURVEY

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year	Class/Period					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
My teacher gives clear instructions.							
My teacher helps me to be organized.							
I am able to do the work given to me.							
My teacher returns my work within a few days.							
My teacher sets high learning standards for this class.							
My teacher allows for a variety of student learning styles.							
My teacher helps me outside of class time when needed.							
My teacher handles classroom disruptions effectively.							
My teacher shows respect to all students.							
I feel free to ask and answer questions.							
I feel my teacher values me as a person.							
I feel comfortable sharing my ideas in class.							
*							
*							

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Comments:



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.

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher’s name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher’s Name	School Year	Class/Period						
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
My teacher communicates clearly.								
My teacher is knowledgeable about the subject area he/she teaches.								
The workload expected of me in this class is manageable.								
My teacher gives meaningful feedback on assignments and assessments in a timely manner.								
My teacher sets high learning standards for this class.								
My teacher handles classroom disruptions effectively.								
My teacher allows me to demonstrate my learning in a variety of ways.								
I feel challenged academically in this class.								
I feel comfortable sharing my ideas in class.								
My teacher helps me outside of class time when needed.								
My teacher shows respect to all students.								
I feel my teacher values me as a person.								
My teacher uses a variety of teaching methods.								
My teacher inspires me.								
*								

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Comments:



STUDENT SURVEY SUMMARY

Teacher's Name: _____ School Year: _____

Grade(s): _____ Subject(s): _____

Survey Version Given: Grades K-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)?
_____ %

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 as the bell rang for dismissal).
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?

You may include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log.



TEACHER FORMAL CLASSROOM OBSERVATION FORM

Page 1 of 2

Teacher's Name: _____ Date: _____

Grade/Subject: _____ Time: _____

*Directions: This form can be used by the evaluator to document during formal 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. **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.***

<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> • Addresses appropriate curriculum standards • Facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject matter checking for understanding • Demonstrates skills relevant to subject area(s) utilizing best practices based on current research • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>2. Instructional Planning</p> <ul style="list-style-type: none"> • Analyzes and uses student learning data to inform planning. • Plans instruction and time for realistic pacing • Plans for differentiated instruction • Develops appropriate long- and short-range plans and adapts plans • Coordinates plans with appropriate colleagues 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> • Addresses individual learning differences • Uses rigorous instructional strategies • Use instructional technology • Engages students • Builds on prior knowledge • Communicates clearly • Maximizes instructional learning time • Implements the Gradual Release Model 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>4. Assessment of and for Student Learning</p> <ul style="list-style-type: none"> • Analyzes data from district benchmarks • Uses assessment tools based on division curriculum and pacing guides • Uses a variety of valid, appropriate assessments • Maintains assessment information • Uses pre-/post-assessment data on each student • Maintains appropriate records • Gives constructive feedback 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>



TEACHER FORMAL CLASSROOM OBSERVATION FORM

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<p>5. Learning Environment</p> <ul style="list-style-type: none"> • Arranges the classroom to maximize learning and provides a safe environment • Establishes clear expectations • Maximizes instruction/minimal disruption • Establishes a climate of trust/teamwork • Promotes and respects students' diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>6. Professionalism</p> <ul style="list-style-type: none"> • Adheres to laws/policies/regulations/practices • Maintains professional demeanor/behavior • Identifies personal strengths/weaknesses and their impact on student learning • Incorporates learning from professional growth activities • Communicates goals/expectations/student progress • Builds positive relationship with parents • Sets goals for improvement • Works collegially/collaboratively with school personnel and community 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>7. Student Academic Progress</p> <ul style="list-style-type: none"> • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Provides support to increase student achievement • Develop interim learning targets 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>

Teacher's Signature

Date

Observer's Signature

Date

NOTE: Teacher's signature acknowledges that the teacher has read and received a copy of this classroom observation. The teacher may attach additional professional comments.

Comments attached



TEACHER INTERIM REVIEW FORM

Page 1 of 4

Teacher's Name: _____ **Academic Year:** _____

Position/Grade: _____ **Evaluator:** _____

Directions: Evaluators may use this form to maintain records throughout the evaluation cycle in preparation for the summative evaluation. This form serves as a running record for documenting performance of the teacher from all pertinent data sources. Evaluators should document areas of concern and/or strengths on the summary sheet. Evaluators should place a ✓ (check mark) next to the types of evidence for each area.

<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> • Addresses appropriate curriculum standards • Facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject matter checking for understanding • Demonstrates skills relevant to subject area(s) utilizing best practices based on current research • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development 	<p>Evidence:</p> <p>_____ Observation</p> <p>_____ Sample Unit Plan</p> <p>_____ Sample Lesson Plan</p> <p>_____ Teaching Artifact(s)</p> <p>_____ Other specific evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>2. Instructional Planning</p> <ul style="list-style-type: none"> • Analyzes and uses student learning data to inform planning. • Plans instruction and time for realistic pacing • Plans for differentiated instruction • Develops appropriate long- and short-range plans and adapts plans • Coordinates plans with appropriate colleagues 	<p>Evidence:</p> <p>_____ Observation</p> <p>_____ Sample Unit Plan</p> <p>_____ Sample Lesson Plan</p> <p>_____ Pacing Guide/Checklists of Completion</p> <p>_____ Teaching Artifact(s)</p> <p>_____ Anecdotal Notes</p> <p>_____ Other specific evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>

TEACHER INTERIM REVIEW FORM

Page 2 of 4

<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> • Addresses individual learning differences • Uses rigorous instructional strategies • Use instructional technology • Engages students • Builds on prior knowledge • Communicates clearly • Maximizes instructional learning time • Implements the Gradual Release Model 	<p>Evidence:</p> <ul style="list-style-type: none"> _____ Observation _____ Sample Unit Plan _____ Sample Lesson Plan _____ Research-based Instructional Strategies _____ Reflection Log _____ Teaching Artifact(s) _____ Other specific evidence: <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>
<p>4. Assessment of and for Student Learning</p> <ul style="list-style-type: none"> • Analyzes data from district benchmarks • Uses assessment tools based on division curriculum and pacing guides • Uses a variety of valid, appropriate assessments • Maintains assessment information • Uses pre-/post-assessment data on each student • Maintains appropriate records • Gives constructive feedback 	<p>Evidence:</p> <ul style="list-style-type: none"> _____ Anecdotal Notes _____ Sample Lesson Plans _____ Pre-/Post-Tests _____ Teaching Artifacts (tests, quizzes, etc.) _____ Rubrics _____ Student Work With Teacher Analysis _____ Profile Cards/Checklists _____ Gradebook _____ Narratives/Report Cards _____ Other specific evidence: <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>
<p>5. Learning Environment</p> <ul style="list-style-type: none"> • Arranges the classroom to maximize learning and provides a safe environment • Establishes clear expectations • Maximizes instruction/minimal disruption • Establishes a climate of trust/teamwork • Promotes and respects students' diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups 	<p>Evidence:</p> <ul style="list-style-type: none"> _____ Classroom Observations _____ Discipline Plan _____ Communication Log (notes/phone logs) _____ Teaching Artifact(s) _____ Other specific evidence: <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>

TEACHER INTERIM REVIEW FORM

Page 3 of 4

<p>6. Professionalism</p> <ul style="list-style-type: none"> • Adheres to laws/policies/regulations/practices • Maintains professional demeanor/behavior • Identifies personal strengths/weaknesses and their impact on student learning • Incorporates learning from professional growth activities • Communicates goals/expectations/student progress • Builds positive relationship with parents • Sets goals for improvement • Works collegially/collaboratively with school personnel and community 	<p>Evidence:</p> <ul style="list-style-type: none"> _____ Informal Observations _____ Interview _____ Feedback from Colleagues _____ Professional Growth Plan _____ Log of Professional Activities _____ Brochure or certificate of conference/workshop Attended _____ List of Committee(s) _____ Newsletters/letters to parents _____ Other specific evidence: <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>
<p>7. Student Academic Progress</p> <ul style="list-style-type: none"> • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Provides support to increase student achievement • Develops interim learning targets 	<p>Evidence:</p> <ul style="list-style-type: none"> _____ Observation _____ Sample Unit Plan _____ Sample Lesson Plan _____ Data Analysis _____ Goal Setting for Student Progress _____ Teaching Artifact(s) _____ Other specific evidence: <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>

INTERIM REVIEW SUMMARY

Strengths:

TEACHER INTERIM REVIEW FORM

Page 4 of 4

Areas for Improvement:

Teacher's Signature

Date

Evaluator's Signature

Date

NOTE: Teacher's signature acknowledges that the teacher has read and received a copy of this classroom observation. The teacher may attach additional professional comments.

Comments attached



TEACHER SUMMATIVE PERFORMANCE REPORT (End-of-Year Evaluation)

Page 1 of 6

Teacher's Name: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____

Contract Status: _____

Documentation Reviewed: Teacher Documentation Log Goal Setting Form Observation Form
 Other: _____

Directions: Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within ten (10) calendar days of the summative evaluation meeting.

PERFORMANCE STANDARD 1: PROFESSIONAL KNOWLEDGE

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter, pedagogical knowledge, and regularly enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student development, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge, or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

TEACHER SUMMATIVE PERFORMANCE REPORT

Page 2 of 6

Teacher's Name: _____ **School:** _____

PERFORMANCE STANDARD 2: INSTRUCTIONAL PLANNING

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

PERFORMANCE STANDARD 3: INSTRUCTIONAL DELIVERY

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

TEACHER SUMMATIVE PERFORMANCE REPORT

Page 3 of 6

Teacher's Name: _____ **School:** _____

PERFORMANCE STANDARD 4: ASSESSMENT OF/FOR LEARNING

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

TEACHER SUMMATIVE PERFORMANCE REPORT

Page 4 of 6

Teacher's Name: _____ **School:** _____

PERFORMANCE STANDARD 5: LEARNING ENVIRONMENT

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

PERFORMANCE STANDARD 6: PROFESSIONALISM

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing / Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy and rarely takes advantage of professional growth opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

TEACHER SUMMATIVE PERFORMANCE REPORT

Page 5 of 6

Teacher's Name: _____ **School:** _____

PERFORMANCE STANDARD 7: STUDENT PROGRESS

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Evaluation Summary

- Recommended for continued employment.

- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)

- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

TEACHER SUMMATIVE PERFORMANCE REPORT

Page 6 of 6

Teacher's Name: _____ School: _____

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

OVERALL EVALUATION SUMMARY CRITERIA	
<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> UNACCEPTABLE Due to three or more <i>Developing/Needs Improvement</i> or one or more <i>Unacceptable</i> ratings on performance standards
_____ Employee's Signature	_____ Date
_____ Administrator's Signature	_____ Date



Sample Post-Observation Inquiries

(Optional)

What went well during the lesson I observed?

What would you do differently the next time you teach this lesson and/or use a particular instructional strategy?

How would you describe the learning climate of the classroom during the lesson?

What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?

How did you address students who needed more time to fully understand and master the concept?

I observed a “snapshot” of your instruction. How well did the students’ learning reflect your intended learning outcomes?

What informal or formal assessments did you conduct prior to teaching this lesson? How did the data from the assessments influence this lesson?

How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it?

What student characteristics or needs do you keep in mind as you are giving directions?

What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?

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



PERFORMANCE IMPROVEMENT PLAN

Name: _____ Position/Subject Area: _____ Date: _____ School Year: _____

- Goals: 1.
- 2.
- 3.

Strategies for Achieving Goal(s)	Monitoring Dates	Significant Improvement Deadline	Evaluation of Goal

Evaluator's Signature

Date Initiated

Teacher's Signature

Date Initiated



PERFORMANCE IMPROVEMENT PLAN

Name: _____ Position/Subject Area: _____ Date: _____ School Year: _____

Results of Performance Improvement Plan:

Strategies for Achieving Goal(s)	Comments	Review Dates:

Final recommendation based on outcome of Performance Improvement Plan:

- The performance deficiencies have been satisfactorily corrected. The teacher is no longer on a Performance Improvement Plan.
- The deficiencies were not corrected: The teacher is recommended for non-renewal/dismissal.

Evaluator's Signature

Date Reviewed

Teacher's Signature
(Signature denotes the review occurred, not necessarily agreement with the final recommendation.)

Date Reviewed

ENDNOTES

- ¹ McEwan, E. K. 2002. *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.
- ² Marzano, R. J., Pickering, D., & McTighe, Jr. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD
- ³ Marzano et al., 1993.
- ⁴ Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education*, 2(2), 714, 808-827.
- ⁵ McEwan, E. K. (2002).
- ⁶ Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin*, 81 (590), 1-5.
- ⁷ Education USA Special Report. (n. d.). *Good teachers: What to look for*. Rockville, MD: National School Public Relations Association; Panasuk, Stone, & Todd (2002).
- ⁸ Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 5 (8), 12-17; Educational Review Office. (1998). *The capable teacher*. Retrieved from <http://www.ero.govt.nz/Publicatiohs/eers1998/98no2hl.html>
- ⁹ Johnson, B. L. (1997) An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.
- ¹⁰ Shellard, E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*. Arlington, VA: Educational Research Service.
- ¹¹ Covino & Iwanicki, 1996.
- ¹² National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle*, 6 (5), 15-17; Peart & Campbell, 1999.
- ¹³ Covino & Iwanicki, 1996; Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the year. *The Elementary School Journal* 80 (5), 219-231.
- ¹⁴ Shellard, E., & Protheroe, N. (2000).
- ¹⁵ Cawelti, G. (1999). *Handbook of research on improving student achievement* (2nd ed.), Arlington, VA: Educational Research Service; Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and

Alexandria, VA: ASCA; Covino & Iwanicki, 1996; Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7th ed.). New York: Addison-Wesley; Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475; Wang, M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership*, 51 (4), 74-79.

- ¹⁶ Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook of classroom instruction that works*. Alexandria, VA: ASCD.
- ¹⁷ Cotton, K. (2000).
- ¹⁸ Stronge, J. H. (2007). *Qualities of effective teachers* (2nd Ed.). Alexandria, VA: ASCD.
- ¹⁹ Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80 (9), 658-660.
- ²⁰ Gronlund, N. E. (2002). *Assessment of student achievement* (7th ed.). Boston: Allyn & Bacon.
- ²¹ Stronge, J. H. (2007).
- ²² Peart, N. A., & Campbell, f. A. (1999). At risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring education*, 5 (3), 269-284.
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- ³² Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing an ethic of care in England, Ireland, and the United States. *Journal for a Just and Caring Education*. 5 (4), 349-366.

- ³³ Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11*, 57-67.
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