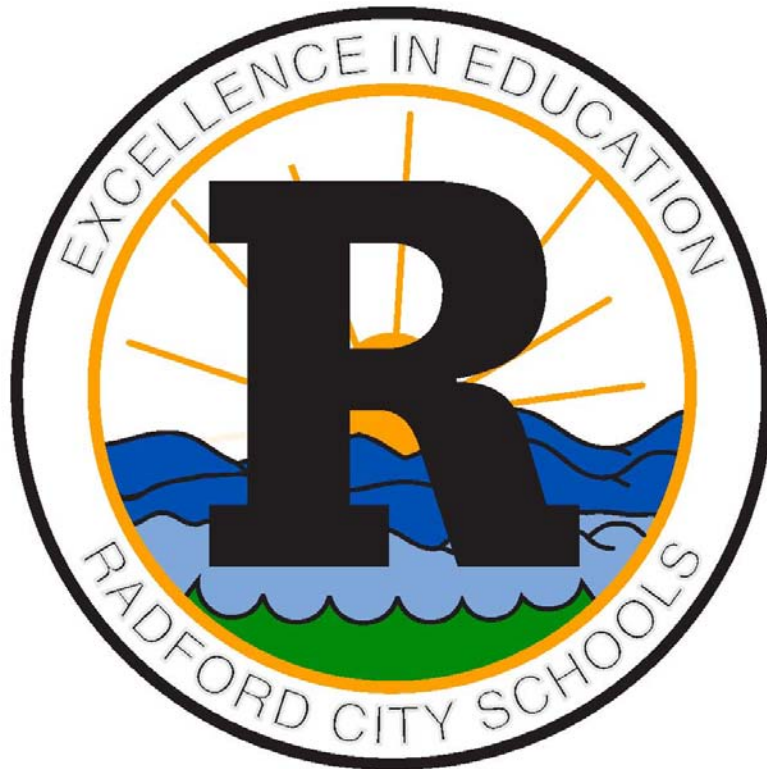


Radford City Schools Teacher Performance Evaluation System

Adopted 2012



Forward

The Radford City Teacher Evaluation Manual and system was developed in response to the updated *Guidelines for Uniform Performance Standards and Evaluation Criteria* for teachers approved by the Virginia Board of Education on April 28, 2011. These guidelines are required to begin implementation by July 1, 2012.

In order to recognize and account for the significant impact teaching has on student achievement, the major change of these guidelines is the inclusion of measuring, documenting, and using student performance data to inform decision making. The Radford City Evaluation Manual and system will allow for:

- Benchmarking behaviors for each of the teacher performance standards
- Recognizing the relationship between teacher performance and student achievement
- Documenting teacher performance based on multiple data sources
- Empowering teachers to present evidence of their performance and student academic growth
- Providing performance reviews that stress accountability, professional improvement, and teacher involvement in the evaluation process
- Providing supportive assistance when needed

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Jenny Zienius – Belle Heth Elementary/REA

Suzanne Graham – Radford High School

Mary Jane Drengwitz – Belle Heth Elementary

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Radford City Schools
1612 Wadsworth St.
Radford, VA 24141

Assistance Compliance Officer
Radford City Schools
1612 Wadsworth St.
Radford, VA 24141

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Purposes of this Document

The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards' procedures for evaluating instructional personnel address student academic progress.

Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities....

Section 22.1-295 (Employment of teachers) states, in part, the following:

C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Purposes of Evaluation

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

- optimize student learning and growth
- contribute to the successful achievement of the goals and objectives defined in the school division's comprehensive plan
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
- promote self-growth, instructional effectiveness, and improvement of overall professional performance and, ultimately
- achieve *Excellence in Education...Every Student, Every Day*

VIRGINIA'S UNIFORM PERFORMANCE STANDARDS FOR TEACHERS

Performance Standards

Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. Performance standards define the criteria expected when teachers perform their duties. For all teachers, there are seven performance standards

Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>
Performance Standard 2: Instructional Planning <i>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.</i>
Performance Standard 3: Instructional Delivery <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>
Performance Standard 4: Assessment of and for Student Learning <i>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.</i>
Performance Standard 5: Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>
Performance Standard 6: Professionalism <i>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.</i>
Performance Standard 7: Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i>

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations and provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. Some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are NOT made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators:***

Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>	
Sample Performance Indicators <i>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</i> 1.1 Effectively addresses appropriate curriculum standards. 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.	1.4 Demonstrates an accurate knowledge of the subject matter. 1.5 Demonstrates skills relevant to the subject area(s) taught. 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject. 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. 1.8 Communicates clearly and checks for understanding.

<p>Performance Standard 2: Instructional Planning <i>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.</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>2.1 Uses student learning data to guide planning.</p> <p>2.2 Plans time realistically for pacing, content mastery, and transitions.</p>	<p>2.3 Plans for differentiated instruction.</p> <p>2.4 Aligns lesson objectives to the school’s curriculum and student learning needs.</p> <p>2.5 Develops appropriate long- and short-range plans and adapts plans when needed.</p>
<p>Performance Standard 3: Instructional Delivery <i>The teacher effectively engages students in learning by using a variety of 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>3.1 Engages and maintains students in active learning.</p> <p>3.2 Builds upon students’ existing knowledge and skills.</p>	<p>3.3 Differentiates instruction to meet the students’ needs.</p> <p>3.4 Reinforces learning goals consistently throughout lessons.</p> <p>3.5 Uses a variety of effective instructional strategies and resources.</p> <p>3.6 Uses instructional technology to enhance student learning.</p> <p>3.7 Communicates clearly and checks for understanding.</p>

Performance Standard 4: Assessment of and for Student Learning

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

Sample Performance Indicators

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

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

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

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.

- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism

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

Sample Performance Indicators

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

- | | |
|---|---|
| <ul style="list-style-type: none">6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.6.3 Incorporates learning from professional growth opportunities into instructional practice.6.4 Sets goals for improvement of knowledge and skills. | <ul style="list-style-type: none">6.5 Engages in activities outside the classroom intended for school and student enhancement.6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.6.9 Demonstrates consistent mastery of standard oral and written English in all communication. |
|---|---|

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

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

- | | |
|--|--|
| <ul style="list-style-type: none">7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. | <ul style="list-style-type: none">7.2 Documents the progress of each student throughout the year.7.3 Provides evidence that academic progress goals have been met, including multiple measures of student growth.7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. |
|--|--|

Evaluation Timeline

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	Teacher Initials	Principal Initials
By September 30	All teachers establish student progress goal and conference with evaluator	Goal Setting for Student Progress Form	Principal Teacher		
By November 15	Complete at least one observation of all teachers on full evaluation status and conference with evaluator	Observation Guidelines	Principal Teacher		
By February 15	Mid-year conference of student progress goal for those on full evaluation	Goal Setting for Student Progress Form	Principal Teacher		
By March 30	Any teacher being non-renewed or recommended for dismissal must be notified in conference with evaluator	Letter To Superintendent	Principal Teacher		
By May 15	Complete a second observation and conference for teachers on full evaluation status and at least one informal observation of all teachers	Observation Guidelines	Principal Teacher		
By May 30	All summative evaluations and conferences completed	Observation Guidelines	Principal Teacher		

Full Evaluation Status includes teachers who do not have a continuing contract and those specific continuing contract teachers on the three-year evaluation cycle. Teachers who are on a plan of improvement are also on Full Evaluation Status.

For those on full evaluation status the following will occur:

- Submit goals and conference by September 30
- One formal observation by November 15
- Mid-year review of student progress goals by February 15
- Second formal observation by May 15
- Summative Evaluation by May 30

Monitor Evaluation Status includes teachers on a continuing contract but not on full evaluation.

For those on monitor evaluation status the following will occur:

- Submit goals and conference by September 30
- One informal observation
- Summative Evaluation by May 30

RCPS Observation process consists of three main components: Observations, Goal Setting, and Documentation Portfolios

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 and for Learning, Learning Environment, Professionalism and Communication, and Student Progress.

Classroom observations provide key information on several of the specific standards. Teachers under full evaluation will be observed at least two times 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.

Evaluators use observations as one source of information to determine whether a teacher is meeting performance standards. The evaluator provides feedback about the observation using an observation form and through a post-conference with the teacher. Other observation forms may be used at the evaluator's discretion. After each observation, one copy of the observation form will be given to the teacher and a copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Formal Observations

In a formal observation, the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically when a teacher is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. Formal classroom observations should last a specified period of time (for example, 20 to 45 minutes, or the duration of a full lesson).

Informal Observations

Informal observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.

Informal observations might include observing instruction for a short duration or observing work in non-classroom settings at various times throughout the school year. For example, an informal observation might include briefly visiting a classroom during a science laboratory experiment or observing a teacher participating in a faculty meeting or committee meeting. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance. Also, it is important to obtain a representative sampling of performance observations through regular, repeat visits to classrooms.

Walk-through Observations

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

Classroom Observation Form

Directions: This form can be used during classroom observations. A copy is to be given to the teacher and one copy maintained by the evaluator for the entire evaluation cycle to document growth and development.

Teacher Observed: _____ **Date:** _____ **Time:** _____

Grade/Subject Observed: _____

SOL or Objective: _____

<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> • Addresses appropriate curriculum standards • Integrates key content elements and facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject area(s) taught • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development • Communicates clearly 	<p>Specific Examples:</p> <p>Comments:</p>
<p>2. Instructional Planning</p> <ul style="list-style-type: none"> • Uses student learning data to guide planning • Plans time for realistic pacing • Plans for differentiated instruction • Aligns lesson objectives to curriculum and student needs • Develops appropriate long- and short-range plans and adapts plans 	<p>Specific Examples:</p> <p>Comments:</p>
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> • Engages students • Builds on prior knowledge • Differentiates instruction • Reinforces learning goals • Uses a variety of strategies/resources • Uses instructional technology • Communicates clearly 	<p>Specific Examples:</p> <p>Comments:</p>

<p>4. Assessment of and for Student Learning</p> <ul style="list-style-type: none"> • Uses pre-assessment data • Involves students in setting learning goals • Uses valid, appropriate assessments • Aligns assessments with standards • Uses a variety of assessment strategies • Uses assessment tools for formative/summative purposes • Gives constructive feedback 	<p>Specific Examples:</p> <p>Comments:</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 cultural sensitivity/respects diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups 	<p>Specific Examples:</p> <p>Comments:</p>
<p>6. Professionalism</p> <ul style="list-style-type: none"> • Collaborates/communicates effectively • Adheres to laws/policies/ethics • Incorporates professional development learning • Incorporates learning from professional growth activities • Sets goals for improvement • Activities outside classroom • Builds positive relationship with parents • Contributes to professional learning community • Demonstrates mastery of standard oral and written English 	<p>Specific Examples:</p> <p>Comments:</p>
<p>7. Student Academic Progress</p> <ul style="list-style-type: none"> • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Develops interim learning targets 	<p>Specific Examples:</p> <p>Comments:</p>

NOTE: It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard.

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Goal Setting and Student Academic Progress

Research strongly supports that effective teachers positively impact students' learning, which leads to higher student achievement growth. Linking student academic progress with teacher evaluation is beneficial because student progress:

- provides an objective measure of teacher effectiveness and recognizes that students bring different levels of achievement to each classroom
- can serve as meaningful feedback for instructional improvement
- can serve as a barometer of success and a motivational tool
- is derived from student assessment and is an integral facet of instruction

The intent of student achievement goal setting is to:

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

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time.

Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The **goal should be customized for the teaching assignment and for individual learners**. The *Goal Setting for Student Academic Progress Form* is to be used for developing and assessing the teacher's annual goal. Student academic progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and *what is the difference*.

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth.

S pecific:	The goal is focused, for example, by content area, by learners' needs.
M easurable:	An appropriate instrument/measure is selected to assess the goal.
A ppropriate:	The goal is within the teacher's control to effect change.
R ealistic:	The goal is feasible for the teacher.
T ime limited:	The goal is contained within a single school year.

Example Goals

Primary

A fourth grade team determines that their students performed well in mathematics last year, but not in reading. Therefore, they decide to focus the goal on reading. Each teacher creates his or her own goal based on the performance of the students in his or her classroom, but the goal area is decided as a grade level.

- teacher sets an attainable goal, within reach but not too easy
- teacher develops strategies to support goal attainment
- strategies put into place, monitored, analyzed at the end of the year

Inadequate Goal

In current school year, each student will make measurable progress on the STAR assessment. Each student will gain at least one year's growth in grade level equivalency.

Adequate Goal

During the school year, my sixth grade physical education students will improve performance by 20% on each of the Presidential Fitness Test sub areas.

Inadequate Goal:

In current school year, each student will pass the math SOL test.

Adequate Goal:

During the school year, my fifth grade class will improve performance by 20% on SOL objective 5.6 (The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.) based on the Test for Higher Standards test.

Inadequate Goal

After completing the lesson during the school year, each student will pass a test on the Bill of Rights.

Secondary

Adequate Goal

After completing the lesson during the school year, my students will improve performance by 25% on objective CE2b (Explaining the significance of the Bill of Rights.) The student will answer specific questions on the first ten amendments question by question based on *The Test of Higher Standards* for objective CE2b.

By the end of the current school year, 90%* or more of the students will pass Algebra, Functions and Data Analysis with a grade of 70% or higher.

*The 90% was determined based on the previous year pass rate.

By the end of the current school year, 95%* or more of the students will pass the Biology SOL with a score of 400 or better and will pass the class with a grade of 70% or higher.

*The percentage was determined based on the previous year SOL pass rate. A teacher could use 9th grade Earth Science pass rate to decide percentage for Biology (student centered) or use the previous year's Biology pass rate (teacher centered).

By the end of the current school year, _____%* or more of the students will pass English 10 with a grade of 70% or better.

The percentage will be determined based on the pass rate of 9th grade English students.

By the end of the current school year, _____%* of 11th grade students in special education will be promoted to 12th grade.

*The percentage will be determined based on student achievement at the end of student's 10th grade year.

Goal Setting for Student Academic Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal.

Teacher's Name _____
 Subject/Grade _____ School Year ____ - ____
 Evaluator's Name _____

Goal Submission (due by September 30 to the evaluator)

	<i>Teacher</i>	<i>Evaluator</i>
I. Setting (Describe the population and special learning circumstances.)		
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)		
III. Baseline Data (What does the current data show?) Please attach.	Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)		
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Assessment Evidence	Target Date(s)

Professional Goal	Evidence Met

Teacher's Name _____
 Teacher's Signature _____ Date _____
 Evaluator's Name _____
 Evaluator's Signature _____ Date _____

Mid-Year Review (Describe goal progress and other relevant data for teachers on full evaluation.)	Mid-year review conducted on _____
	Initials: _____ (teacher) _____ (evaluator)
Data attached	

Comments:

End-of-Year Review

Strategies used and data provided demonstrate appropriate student growth *Yes No*

Goal Setting Indicators	Met Indicator	Did Not Meet Indicator
Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data		
Documents the progress of each student throughout the year		
Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets		
Provides evidence that achievement goals have been met		

Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Teacher Documentation Portfolio

Teacher input is used to provide evidence of student academic progress. A teacher documentation portfolio may include a student survey or self-evaluation. Teachers on a plan of improvement are required to include student survey and self-evaluation.

The purpose of the *Teacher Documentation Portfolio* is to provide evidence of performance related to specific standards. Evidence of Professional Development, Record of Extracurricular Activities, Evidence of Assessment for Learning, and other documents related to the Teacher Evaluation Standards may be included. These documents provide administrators with information they likely would not receive in an observation. Specifically, the *Teacher Documentation Portfolio* 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 Portfolio* is used to organize the multiple data sources included in the teacher evaluation.

The cover sheet (see following page) should be placed at the front of the portfolio. Documentation will be organized into seven sections according to teacher performance standards.

Evaluators review the documentation portfolio annually. Additionally, teachers on full evaluation will meet with evaluators to review their documentation portfolio by February 15.

The *Teacher Documentation Portfolio* should be available for review at the request of the evaluator throughout the year.

A Documentation Portfolio:

- 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)
- 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
- will be checked at least one time per year with feedback provided

**Teacher Documentation Portfolio Table of Contents
(Include at front of Documentation Portfolio)**

Teacher: _____ School Year: _____ - _____

Standards	Examples of Evidence	Evidence Included
1. Professional Knowledge	Can include: <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 Other	
2. Instructional Planning	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 Other	
3. Instructional Delivery	Can include: <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units Other	
4. Assessment of and for Student Learning	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 <ul style="list-style-type: none"> • 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 Other	

5. Learning Environment	<p>Can include:</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 <p>Other</p>	
6. Professionalism	<p>Can include:</p> <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 <p>Examples:</p> <ul style="list-style-type: none"> - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports <p>Other</p>	
7. Student Academic Progress	Student Achievement Goal Setting Document – Revised at mid-year and end of year	

Self-Evaluation (optional)

Self-evaluation is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement. When teachers reflect and think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and actually make improvements increases dramatically. Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. A sample *Teacher Self-Evaluation Form* is provided.

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers' control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Aiarasian and Gullickson (1985) offered several strategies to enhance teachers' self-evaluation.

Strategies to Enhance Self-Evaluation

<i>Self-reflection tools:</i> These involved check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.
<i>Media recording and analysis:</i> Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher's performance.
<i>Student feedback:</i> Surveys, journals, and questionnaires can provide a teacher with the students' perspective.
<i>Teacher portfolio:</i> Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolio.
<i>Student performance data:</i> Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth.
<i>External peer observation:</i> Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher's behavior.
<i>Journaling:</i> Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.
<i>Collegial dialogue/experience sharing/joint problem solving:</i> By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst for them to examine their own practices.

Teacher Self-Evaluation Form (optional)

Directions: Use this form to reflect on the effectiveness and adequacy of your performance. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Teacher's Name _____ **Date** _____

1. Professional Knowledge

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

Areas of strength:

Areas needing work/strategies for improving performance:

2. Instructional Planning

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

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery

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

Areas of strength:

Areas needing work/strategies for improving performance:

4. Assessment of and for Student Learning

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

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

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

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

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

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:

Essential Teaching Strategies

- Classroom management
- Differentiation
- Encourage active learning
- Give prompt feedback
- Communicate high expectations
- Concern and respect for students and student learning
- Appropriate assessment and feedback
- Clear goals and intellectual challenge
- Using data to guide instruction for all students

Teacher Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the 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 are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

For those on full evaluation status the following will occur:

- Submit goals and conference by September 30
- One formal observation by November 15
- Mid-year review of student progress goals by February 15
- Second formal observation by May 15
- Summative Evaluation by May 30

For those on monitor evaluation status the following will occur:

- Submit goals and conference by September 30
- One informal observation
- Summative Evaluation by May 30

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.

Category	Description	Definition
Highly Effective	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.	<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 high performance over a period of time
Effective	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	<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
Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate information sources, the evaluator applies a four-level rating scale to evaluate a teacher’s performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

The indicator rating is a 4-point scale that derives a rating for each standard.

- Highly Effective: 4
- Effective: 3
- Needs Improvement: 2
- Unacceptable: 1

Standards ratings fall within a scale representing the four categories:

- Highly Effective: 3.5 – 4.0
- Effective: 2.5 – 3.4
- Needs Improvement: 1.5 – 2.4
- Unacceptable: 1.0 – 1.4

Two or more “Needs Improvement” ratings and/or an “Unacceptable” rating at the summative review will result in the teacher being placed on an improvement plan.

Weighted percentage of Standards:

Teacher Performance Standard	Percentage contribution to the summative rating
Standard 1 Professional Knowledge	10%
Standard 2 Instructional Planning	10%
Standard 3 Instructional Delivery	10%
Standard 4 Assessment of & for Student Learning	10%
Standard 5 Learning Environment	10%
Standard 6 Professionalism	10%
Standard 7 Student Academic Progress	40%

Teacher Summative Performance Rubric

Directions: Evaluators use this form by **May 30** to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of the evaluation cycle.

Performance Standard 1: Professional Knowledge
<i>The teacher demonstrates an understanding of the curriculum, subject content, & the developmental needs of students by providing relevant learning experiences.</i>

	4 - Highly Effective	3 - Effective	2 - Needs Improvement	1 - Unacceptable
Curriculum Standards	Comprehensive knowledge of the adopted curriculum & use of the current pacing guide is consistently evident in planning and practice. Additionally, connections to other subject areas, prior knowledge and real world application is evident.	Knowledge of the adopted curriculum & use of the current pacing guide is consistently evident in planning and practice.	Knowledge of the adopted curriculum & use of the current pacing guide is occasionally evident in planning and practice.	Knowledge of the adopted curriculum & use of the current pacing guide is not evident in planning and practice.
Subject Content	Accurate knowledge and relevant skills of the subject matter is consistently evident in planning and practice. Additionally, goals that reflect high expectations, integrate key content and facilitate students' use of higher level thinking are evident.	Accurate knowledge and relevant skills of the subject matter is consistently evident in planning and practice. Goals that facilitate students' use of higher level thinking are also evident.	Accurate knowledge and relevant skills of the subject matter is occasionally evident in planning and practice.	Accurate knowledge and relevant skills of the subject matter is not evident in planning and practice.
Developmental Needs	Understanding of intellectual, social, emotional and physical development of students and incorporation of that understanding into instruction is consistently evident in planning and practice. Additionally, differentiated instruction based on students' developmental needs is evident.	Understanding of intellectual, social, emotional and physical development of students and incorporation of that understanding into instruction is consistently evident in planning and practice.	Understanding of intellectual, social, emotional and physical development of students is occasionally evident in planning and practice.	Understanding of intellectual, social, emotional and physical development of students is not evident in planning and practice.

Performance Standard 2: Instructional Planning

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

	4 - Highly Effective	3 - Effective	2 - Needs Improvement	1 - Unacceptable
Standards of Learning	Alignment with subject SOL & with SOL assessment is consistently evident in planning. Additionally, there is evidence that planning offers multiple opportunities to cover essential knowledge using higher level thinking skills.	Alignment with subject SOL & with SOL assessment is consistently evident in planning.	Alignment with subject SOL is occasionally evident in planning.	Alignment with subject SOL & with SOL assessment is not evident in planning.
Curriculum-Pacing Guides	Time for pacing, content mastery and transition is consistently evident in planning. Additionally, lesson objectives aligned to both curriculum and student learning needs are evident.	Time for pacing, content mastery and transition is consistently evident in planning.	Time for pacing and content mastery and transition is occasionally evident in planning.	Time for pacing, content mastery and transition is not evident in planning.
Instructional Strategies	Differentiated instruction using a variety of instructional strategies that break down complex tasks & address all learning needs, styles, & interests is consistently evident in planning. Additionally, small group instructional planning is evident.	Differentiated instruction using a variety of instructional strategies that break down complex tasks & address all learning needs, styles, & interests is consistently evident in planning.	Differentiated instruction using a variety of instructional strategies that address learning needs is occasionally evident in planning.	Differentiated instruction using a variety of instructional strategies that address learning needs is not evident in planning.
Instructional Resources	Use of an effective mix of high-quality, multicultural learning resources & technology that directly support instructional objectives is consistently evident in planning. Additionally, focus on students being actively engaged with materials and resources are evident.	Use of an effective mix of high-quality, multicultural learning resources & technology that directly support instructional objectives is consistently evident in planning.	Use of a variety of learning resources & technology that directly support instructional objectives is occasionally evident in planning.	Use of a variety of learning resources & technology that directly support instructional objectives is not evident in planning.
Data	Long and short range plans are clear. There is consistent evidence that plans are guided by student learning data and adapted as needed to master content and to reach goals. Additionally, student involvement in data process is evident in planning.	Long and short range plans are clear. There is consistent evidence that plans are guided by student learning data and adapted as needed to master content and to reach goals.	Long and short range plans are vague. There is some evidence that plans are guided by student learning data to reach goals.	Long and short range plans are unclear. There is no evidence that plans are guided by student learning data to reach goals.

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.

	4 - Highly Effective	3 - Effective	2 - Needs Improvement	1 - Unacceptable
Active Learning Engagement	There are multiple sources of evidence that teacher engages and maintains students in active learning & higher level thinking activities and builds upon students' existing knowledge and skills. Additionally, there is evidence of opportunities for student choice.	There are multiple sources of evidence that teacher engages and maintains students in active learning & higher level thinking activities and builds upon students' existing knowledge and skills.	There is some evidence that teacher engages and maintains students in active learning & higher level thinking activities and builds upon students' existing knowledge and skills.	There is no evidence that teacher engages and maintains students in active learning.
Differentiation	There are multiple sources of evidence that teacher successfully reaches students by skillfully differentiating & scaffolding instruction to meet students' needs. Additionally, instructional grouping is evident.	There are multiple sources of evidence that teacher successfully reaches students by skillfully differentiating & scaffolding instruction to meet students' needs.	There is some evidence that teacher reaches students by differentiating & scaffolding instruction to meet students' needs.	There is no evidence that teacher successfully reaches students by skillfully differentiating & scaffolding instruction to meet students' needs.
Instructional Strategies & Resources	There are multiple sources of evidence that teacher reinforces learning goals consistently throughout lessons by using a variety of highly effective instructional strategies, materials, and resources to involve & motivate students. Additionally, differentiated grouping is evident.	There are multiple sources of evidence that teacher reinforces learning goals consistently throughout lessons by using a variety of highly effective instructional strategies, materials, and resources to involve & motivate students.	There is some evidence that teacher reinforces learning goals throughout lessons by using a variety of effective instructional strategies, materials and resources.	There is no evidence that teacher reinforces learning goals throughout lessons by using a variety of effective instructional strategies, materials and resources.
Instructional Technology	There is consistent evidence that teacher uses multiple forms of instructional technology to enhance student learning. Additionally, there is evidence that students use technology tools to facilitate higher order learning activities.	There is consistent evidence that teacher uses multiple forms of instructional technology to enhance student learning.	There is some evidence that teacher uses instructional technology to enhance student learning.	There is no evidence that teacher uses instructional technology to enhance student learning.
Communication	There are multiple sources of evidence that teacher communicates and presents material clearly & explicitly and checks for understanding. Additionally, there is evidence that well chosen examples & vivid, appropriate language are used.	There is evidence that teacher communicates and presents material clearly & explicitly and checks for understanding.	There is some evidence that teacher attempts to communicate and present material clearly & explicitly and to check for understanding.	There is no evidence that teacher communicates and presents material clearly & explicitly and checks for understanding.

Performance Standard 4: Assessment of & for Student Learning

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

	4 - Highly Effective	3 - Effective	2 - Needs Improvement	1 - Unacceptable
Data Alignment	Alignment of student assessment with established curriculum standards and benchmarks using a variety of assessment strategies and instruments is consistently evident in assessment reports. Additionally, student involvement in setting goals and monitoring progress is evident.	Alignment of student assessment with established curriculum standards and benchmarks using a variety of assessment strategies and instruments is consistently evident in assessment reports.	Alignment of student assessment with established curriculum standards and benchmarks is somewhat evident in assessment reports.	Alignment of student assessment with established curriculum standards and benchmarks is not evident in assessment reports.
Data Collection	Use of assessment tools for both formative and summative purposes and use of grading practices that report final mastery of goals is consistently evident. Additionally, student involvement in collecting data and monitoring progress is evident.	Use of assessment tools for both formative and summative purposes and use of grading practices that report final mastery of goals is consistently evident.	Use of assessment tools for both formative and summative purposes is somewhat evident.	Use of assessment tools for both formative and summative purposes is not evident.
Data Analysis	Analysis and charting of data, drawing action conclusions and impacting student growth is consistently evident in reports and planning. Collaboration with colleagues is evident. Additionally, student involvement in data analysis is evident.	Analysis and charting of data, drawing action conclusions and impacting student growth is consistently evident in reports and planning. Collaboration with colleagues is evident.	Analysis and charting of data, drawing action conclusions and impacting student growth is somewhat evident in reports and planning.	Analysis and charting of data, drawing action conclusions and impacting student growth is not evident in reports and planning.
Using Data	Reflection on what worked & what didn't to continuously improve instruction is evident in reports and planning. Use of pre- & post-assessment data to develop expectations, to differentiate instruction and to document learning is consistently evident in planning. Additionally, providing constructive and frequent feedback to student on their learning is evident.	Reflection on what worked & what didn't to continuously improve instruction is evident in reports and planning. Use of pre- & post-assessment data to develop expectations, to differentiate instruction and to document learning is consistently evident in planning.	Reflection on what worked & what didn't to continuously improve instruction is somewhat evident in reports and planning.	Reflection on what worked & what didn't to continuously improve instruction is not evident in reports and planning.

Performance Standard 5: Learning Environment

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

	4 - Highly Effective	3 - Effective	2 - Needs Improvement	1 - Unacceptable
Expectations	Use of direct, specific, consistent communication & enforcement of very high expectations is consistently evident. Additionally, consistent reinforcement of positive behaviors is evident.	Use of direct, specific, consistent communication & enforcement of very high expectations is consistently evident.	Use of consistent communication & enforcement of high expectations is sometimes evident.	Use of consistent communication & enforcement of high expectations is not evident.
Safe Environment	Classroom arrangements and classroom rules that maximize learning while providing a safe environment are consistently evident. Additionally, a classroom arrangement that facilitates movement and active participation of students is evident.	Classroom arrangements and classroom rules that maximize learning while providing a safe environment are consistently evident.	Classroom arrangements and classroom rules that provide a safe environment are sometimes evident.	Classroom arrangements and classroom rules that provide a safe environment are not evident.
Climate	A climate of trust and teamwork is consistently evident in the classroom. Characteristics of fairness, caring, respectfulness and enthusiasm are evident. Additionally, active listening and careful attention to students' needs and responses are evident.	A climate of trust and teamwork is consistently evident in the classroom. Characteristics of fairness, caring, respectfulness and enthusiasm are evident.	A climate of trust and teamwork is sometimes evident in the classroom.	A climate of trust and teamwork is not evident in the classroom.
Respect	Respect for students' diversity, including language, culture, race, gender and special needs is consistently evident. Additionally, promotion of cultural sensitivity is evident.	Respect for students' diversity, including language, culture, race, gender and special needs is consistently evident.	Respect for students' diversity is sometimes evident.	Respect for students' diversity is not evident.
Routines & Procedures	Use of routines and procedures that maximize instructional time and minimize disruption is consistently evident. Additionally, clear expectations that include student input for rules and procedures are evident.	Use of routines and procedures that maximize instructional time and minimize disruption is consistently evident.	Use of routines and procedures that maximize instructional time is sometimes evident.	Use of routines and procedures that maximize instructional time is not evident.

Performance Standard 6: Professionalism

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

	4 - Highly Effective	3 - Effective	2 - Needs Improvement	1 - Unacceptable
Professional Ethics	Consistent adherence to federal and state laws, school and division policies and ethical guidelines is consistently evident. Additionally, respect of colleagues, administration, other school personnel and the community is evident.	Consistent adherence to federal and state laws, school and division policies and ethical guidelines is consistently evident.	Adherence to federal and state laws, school and division policies and ethical guidelines is not consistently evident.	Adherence to federal and state laws, school and division policies and ethical guidelines is not evident.
Communication & Collaboration	Effective collaboration and communication within the school community that promotes students' well-being and success is consistently evident. Additionally, there is evidence that the teacher is a contributing member of the school's professional learning community through collaboration with teaching colleagues.	Effective collaboration and communication within school community that promotes students' well-being and success is consistently evident.	Collaboration and communication within school community that promotes students' well-being and success is somewhat evident.	Collaboration and communication within school community that promotes students' well-being and success is not evident.
Parent/Guardian Communication & Involvement	Positive and professional relationships with parents/guardians are consistently evident through a variety of frequent and effective communications concerning students' progress. Additionally, consistent mastery of standard oral and written English is evident in communications.	Positive and professional relationships with parents/guardians are consistently evident through a variety of frequent and effective communications concerning students' progress.	Professional relationships with parents/guardians are somewhat evident through communication concerning students' progress.	Professional relationships with parents/guardians are not evident through communication concerning students' progress.
Professional Growth & Responsibility	Professional goals for improvement of knowledge & skills are consistently evident. Use of new knowledge & skills to enhance professional practice is evident. Additionally, engagement in activities outside the classroom to enhance student learning is evident.	Professional goals for improvement of knowledge & skills are consistently evident. Use of new knowledge & skills to enhance professional practice is evident.	Professional goals for improvement of knowledge & skills are somewhat evident.	Professional goals for improvement of knowledge & skills are not evident.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, & appropriate student academic progress; multiple measures of student progress data is to be considered.

	4 - Highly Effective	3 - Effective	2 - Needs Improvement	1 - Unacceptable
Goals	Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are consistently evident. Additionally, there is evidence that students are involved in the goal setting process.	Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are consistently evident.	Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are occasionally evident.	Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are not evident.
Documentation	Documentation of the progress of each student throughout the year is consistently evident. Additionally, there is evidence students are involved in the documentation process.	Documentation of the progress of each student throughout the year is consistently evident.	Documentation of the progress of each student throughout the year is occasionally evident.	Documentation of the progress of each student throughout the year is not evident.
Use of Data	Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is consistently evident. Additionally, there is evidence that students are involved in using data to improve achievement.	Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is consistently evident.	Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is occasionally evident.	Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is not evident.
Achievement	Multiple data sources showing that achievement goals have been met are consistently evident. Additionally, there is evidence that students are involved in the process.	Multiple data sources showing that achievement goals have been met are consistently evident.	Multiple data sources showing that achievement goals have been met are occasionally evident.	Multiple data sources showing that achievement goals have been met are not evident.

Summative Evaluation Score Summary

Name:

School Year:

Assignment:

School:

Contract Status:

Evaluation Cycle:

Performance Standards

1: Professional Knowledge

Curriculum Standards

Subject Content

Developmental Needs

Average:

2: Instructional Planning

Standards of Learning

Curriculum Pacing Guides

Instructional Strategies

Instructional Resources

Data

Average:

3: Instructional Delivery

Active Learning Engagement

Differentiation

Instructional Strategies and Resources

Instructional Technology

Communication

Average:

4: Assessment of & for student learning

Data Alignment

Data Collection

Data Analysis

Using Data

Average:

5: Learning Environment

Expectations

Safe Environment

Climate

Respect

Routine and Procedures

Average:

6: Professionalism

- Professional Ethics
- Communication and Collaboration
- Parent/Guardian Communication and Involvement
- Professional Growth and Responsibility

Average:

7: Student Academic Progress

- Goals
- Documentation
- Use of Data
- Achievement

Average:

Performance Standard Score:

- Highly Effective: 3.5 – 4.0
- Effective: 2.5 – 3.4
- Needs Improvement: 1.5 – 2.4
- Unacceptable: 1.0 – 1.4

Overall Comments by
Evaluator:

Overall Comments by
Teacher:

Recommendation:

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

(The teacher’s signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a ***Performance Improvement Plan is implemented*** if one of the following scenarios occurs at the end of any data collection period:

- a rating of "Unacceptable" on one or more performance standards on the summative report
- a rating of "Needs Improvement" on two or more performance standards on the summative report

Implementation of Performance Improvement Plan

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

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed
- formulate a *Performance Improvement Plan* in conjunction with the teacher
- review the results of the *Performance Improvement Plan* with the teacher within established timelines

Assistance may include:

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

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*. A written request must be submitted to the administrator within 5 days of the Summative Performance Review.

Performance Improvement Plan Form

Teacher _____ School _____

Grade/Subject _____ School Year _____

Evaluator _____

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

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

Teacher's Name _____

Teacher's Signature _____ Date Initiated _____

Evaluator's Name _____

Evaluator's Signature _____ Date Initiated _____

Performance Improvement Plan Assessment

Teacher _____ School _____

Grade/Subject _____ School Year _____

Evaluator _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Improvement Plan:

____ The performance deficiencies have been satisfactorily corrected: teacher is no longer on a *Performance Improvement Plan*.

____ The deficiencies were not corrected: teacher is recommended for non-renewal/dismissal.

Teacher's Name _____

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

Evaluator's Name _____

Evaluator's Signature _____ Date Reviewed _____