

*Franklin City Public Schools*



**Teacher  
Performance  
Evaluation  
System**



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# PART I: INTRODUCTION

## INTRODUCTION

The Franklin City Teacher Performance Evaluation uses the Virginia Department of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* for collecting and presenting data to document performance.

### Why Good Evaluation is Necessary

Teacher evaluation matters because teaching matters. In fact, “the core of education *is* teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day.” Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. The quality of an education system cannot exceed the quality of its teachers. The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the teachers with the support, recognition, and guidance they need to sustain and improve their efforts.

Because teachers are so fundamentally important to school improvement and student success, improving the evaluation of teacher performance is particularly relevant as a means to recognize excellence in teaching and to advance teacher effectiveness. A meaningful evaluation focuses on instructional quality and professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent teaching. The usage of the terminology is consistent with the professional literature, but that “effective” is not intended to connote a particular technical definition. The benefits of a teacher evaluation system are numerous and well documented. Johnston (1999) noted that the process of teacher evaluation can be valuable in several ways, including:

- assessing the effectiveness of classroom teachers;
- identifying areas in need of improvement;
- making professional development more individualized; and
- improving instruction schoolwide.

Sanders (2000) observed that once teachers are given feedback pertaining to classroom-level instructional outcomes, they start to modify their instruction to address their weak areas. It is important, however, that when administrators make decisions and provide feedback to teachers on their performance, that the information is a valid measure of their *actual* job performance, which means it should include a teachers' responsibilities both in-class and out-of-class.

## **Purposes of Evaluation**

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

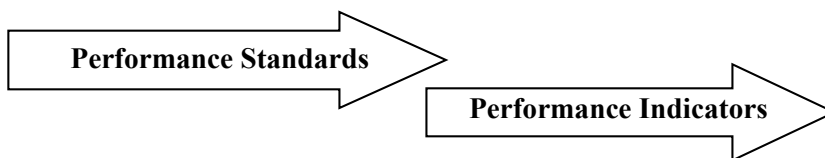
- optimize student learning and growth;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Franklin City Public Schools;
- implement a performance evaluation system that promotes a positive working environment and continuous communication between the teacher and the evaluator that promotes continuous professional growth and improved student outcomes; and,
- promote self-growth, instructional effectiveness, and improvement of overall professional performance.

## **Part II: Uniform Performance Standards for Teachers**

### **IDENTIFYING TEACHER PERFORMANCE STANDARDS**

Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. Additionally, a principal may designate an administrator to collect information on employee job performance. The principal remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

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.

<b>Performance Standard 1: Professional Knowledge 10%</b> <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>
<b>Performance Standard 2: Instructional Planning 10%</b> <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>
<b>Performance Standard 3: Instructional Delivery 10%</b> <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>
<b>Performance Standard 4: Assessment of and for Student Learning 10%</b> <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>
<b>Performance Standard 5: Learning Environment 10%</b> <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>
<b>Performance Standard 6: Professionalism 10%</b> <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>
<b>Performance Standard 7: Student Academic Progress 40%</b> <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i>

## Performance Indicators

A set of performance indicators has been developed (**see Part II**) 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><b>Performance Standard 3: Instructional Delivery</b></p> <p><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><b>Sample Performance Indicators</b></p> <p><i>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</i></p> <ul style="list-style-type: none"><li>3.1 Engages and maintains students in active learning.</li><li>3.2 Builds upon students' existing knowledge and skills.</li><li>3.3 Differentiates instruction to meet the students' needs.</li><li>3.4 Reinforces learning goals consistently throughout lessons.</li><li>3.5 Uses a variety of effective instructional strategies and resources.</li><li>3.6 Uses instructional technology to enhance student learning.</li><li>3.7 Communicates clearly and checks for understanding.</li></ul>

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: *Data Sources for Teachers*

<b>Data Source</b>	<b>Definition</b>
<b>Goal Setting for Student Progress</b>	Teachers have a definite impact on student learning and performance through their various roles. 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 SMART goals for improving student progress based on the results of performance measures.
<b>Formal Observations</b>	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 30 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.
<b>Informal Observations/ Walk throughs</b>	Informal observations are intended to provide more frequent information. Walk-throughs are informal observations of at least 15 minutes recorded electronically using Franklin City Public Schools Walk-Through Look-Fors (attached.)
<b>Teacher Documentation Log</b>	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.
<b>Student Surveys</b>	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 *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* incorporate growth as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that growth account for 40 percent of an individual's summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of 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 assessment 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. 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 use multiple years of data from Virginia Standards 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.<sup>a</sup>

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<sup>a</sup> In 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.

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.<sup>b</sup>

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. 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?).
- increase their proficiency level within a particular time period (e.g., what growth percentile score is necessary for a student who failed the SOL test to meet or exceed minimum proficiency standards within three years?).
- 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,

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Further, this issue will be addressed as new assessments are developed to measure student achievement based on standards revised in 2009 and 2010.

<sup>b</sup> As of June 2011, VDOE will remove students who score 600 on two consecutive tests from the SGP calculations.

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.

When applied appropriately, the range of percentiles needs to be considered in interpreting student growth as part of the teacher performance rating for Standard 7 (see Table 1). Table 2 describes the conditions under which a median SGP can be appropriately used as one of at least two growth measures in a teachers' performance evaluation.

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

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<sup>c</sup> Teachers and administrators need to determine the 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.

Table 2 (*continued*)

<b>Instructional Personnel</b>	<b>Application of student growth percentiles</b>	<b>Other growth measures</b>
<u>TIER 2:</u> Teachers who support instruction in reading and mathematics for whom student growth percentiles are available.	<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"> <li>• Decisions about the application of student growth percentiles for support teachers must be made locally.</li> <li>• Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers.</li> </ul>	<p>20% or 40% of the total evaluation based on growth measures other than the SGP, depending on the application of student growth percentiles.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.</li> </ul>
<u>TIER 3:</u> Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available	Not applicable	<p>40% of the total evaluation based on growth measures other than the SGP.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.</li> </ul>

## Goal Setting for Student Achievement<sup>d</sup>

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.

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.<sup>1</sup> 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,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and
- increase student achievement.<sup>2</sup>

### Goal Setting Process

All teachers are required to set at least **two** goals.

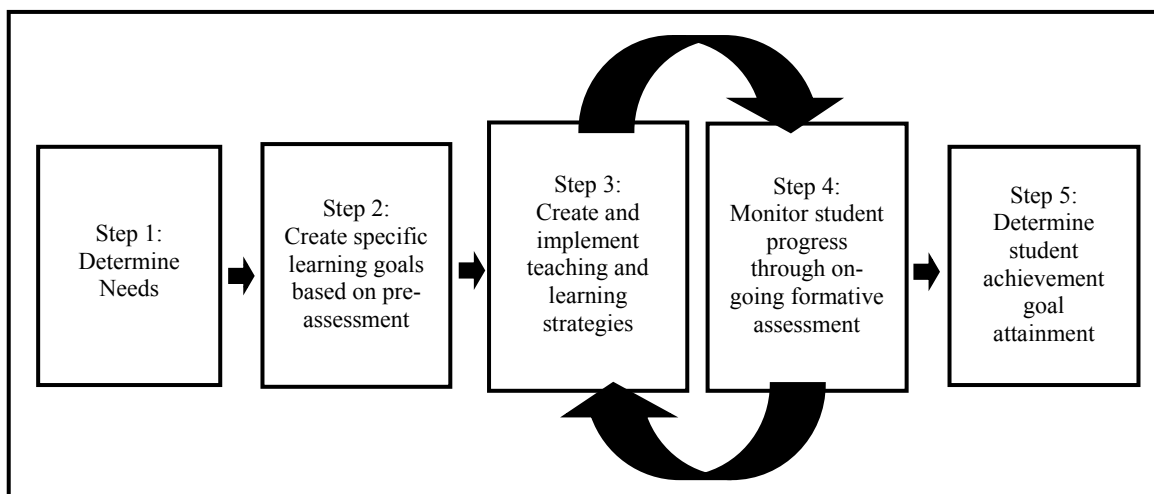
Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the

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<sup>d</sup> Portions 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.

students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. **Figure 10 depicts these steps.**

Figure 10: *Student Achievement Goal Setting Process*<sup>3</sup>



Each teacher, using the results of an initial assessment, sets an annual goal<sup>e</sup> for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Progress Form (Part III)* may be used for developing and assessing the annual goal. Student 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*.

Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to teacher-generated measures of student performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

<sup>e</sup> The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.



## Developing Goals

Goals are developed by the end of September in the elementary and middle schools. For the high school, goals are developed for first semester by the end of September and for the second semester by the end of February. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym **SMART** (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

Figure 11: *Acronym for Developing Goals*

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

Figure 12 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Figure 12: *Sample Goals*

**Fourth Grade Sample Goal:**

All of my students will demonstrate growth of one academic year on the Gates Reading Inventory. Also, at least 80 percent of my students will be reading on or above grade level by the end of this school year.

**Grade 7 Mathematics Sample Goal:**

All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, at least 90 percent of my students will demonstrate proficiency on the Grade 7 Math SOL Test.

**High School English Sample Goal:**

Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.

**Middle School Self-Contained Special Education Sample Goal:**

The students will increase their Brigance Age Equivalents by an average of 6 months.

## **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 or semester.

## **Mid-Year Review of Goal**

A December and/or March 1 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. 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.

## **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.

Direct classroom observation can be a useful way to collect information on teacher performance: as a stand-alone data collection process, however, it has major limitations. If the purpose of a teacher evaluation system is to provide a comprehensive picture of performance in order to guide professional growth, then classroom observations should be only one piece of the data collection puzzle. Given the complexity of the job responsibilities of teachers, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on all of the performance standards in a given visit.

Observations can be conducted in a variety of settings and take on a variety of forms, including quick, drop-by classroom visits, to more formal, pre-planned observational reviews using validated instruments for documenting observations. Furthermore, observations may be announced or unannounced. Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.

### **Formal Observations**

In a formal observation, the evaluator conducts a structured or semi-structured, planned observation – either announced or unannounced—typically of a teacher who is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. Formal observations should be at least 30 minutes long. For maximum value, the building level administrator should ensure that formal observations occur throughout the year.

One copy of the observation form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document professional growth and development.

### **Informal Observations**

Informal observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom. Informal observations should be at least 15 minutes in length. Informal observation feedback should be provided to teachers/educational specialists within one week following the informal observation.

## Sweeps

Sweeps are brief walkthroughs that are three to five-minutes in length. Sweeps provide a brief snapshot of student learning; are used to engage teacher/educational specialist in conversation about how to improve teaching; coaching in nature; may not be substituted for a formal observation.

## 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 five items required in the Teacher Documentation Log (Cover sheet, Teacher selected lesson plan, copies of teacher made tests and Frequent Student Assessments (FSA), Student Progress Goal Setting Form, and Parent Communication Log)***; however, other documents may be included, see Required Items, Figure 3. 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.

Administrators/evaluators review the documentation log at least quarterly (9 weeks). Teachers in their probationary period will meet with administrators/evaluators to review their Documentation Log by the end of December. Continuing contract teachers will meet with administrators/evaluators to review their Documentation Log by the end of the school year.

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

## Documentation Log

### ***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 provides documentation of the Performance Standards,
- 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.

Figure 3 shows examples of items that may be included in the *Documentation Log*. This is not a limited list. **Note: Some items are required. See “Required Item” column.**

Figure 3: *Sample Items in a Documentation Log*

Standards	Required Item	Examples of Evidence
1. Professional Knowledge		<p>Can include:</p> <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Summary of a plan for integrating instruction</li> <li>• Class profile</li> <li>• Annotated list of instructional activities for a unit</li> <li>• Annotated photographs of teacher-made displays used in instruction</li> <li>• Annotated samples or photographs of instructional materials created by the teacher</li> <li>• Lesson/intervention plan (Triage) including goals and objectives, activities, resources, assessment measures</li> <li>• Summary of consultation with appropriate staff members regarding special needs of individual students (minutes who does what when)</li> </ul>
2. Instructional Planning	Aligned, Paced Lesson Plan using Power Tools	<p>Can include:</p> <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Course Syllabus</li> <li>• Intervention Plan (Triage/Triage Contract)</li> </ul>
3. Instructional Delivery		<p>Can include:</p> <ul style="list-style-type: none"> <li>• Handouts or sample work</li> <li>• Samples of checking for understanding</li> <li>• Video/audio samples of instructional units</li> <li>• Copies of FSCP Walkthroughs</li> <li>• Appropriate use of technology as a tool to support instructional strategies (Power Tools)</li> </ul>
4. Assessment of and for Student Learning	Copies of teacher made tests and other assessments (both formative and summative)	<p>Can include:</p> <ul style="list-style-type: none"> <li>• Teacher made frequent student assessments (FSA)</li> <li>• Graphs or tables of student results</li> <li>• Brief report describing your record keeping system and how it is used to monitor student academic progress (I Can Do It!)</li> <li>• Copy of scoring rubrics used for projects</li> </ul>

		<ul style="list-style-type: none"> <li>• Photographs or photocopies of student work with written comments</li> <li>• Samples of interim reports, written correspondence to parents</li> <li>• Copy of disaggregated analysis of student achievement on benchmarks, quizzes, and/or tests.</li> <li>• Copies of students' journals of self-reflection and self-monitoring</li> </ul>
5. Learning Environment		<p>Can include:</p> <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules, consequences, and rewards with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>
6. Professionalism	Parent Communication Log	<p>Can include:</p> <ul style="list-style-type: none"> <li>• Teacher attendance records</li> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of compliance with FCPS Non-negotiables</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>○ Copy of classroom newsletter or other parent information documents</li> <li>○ Sample copy of interim reports</li> </ul>
7. Student Academic Progress	Student Progress Goal Setting Form	<p>Can include:</p> <ul style="list-style-type: none"> <li>• I Can Do It! required for FCPS 3-trigger triage students and FHS New Beginnings students</li> <li>• Chart of student academic progress throughout the year</li> <li>• Analysis of grades for the marking period</li> <li>• Log of collegial collaboration</li> <li>• Documentation of meeting established annual goals</li> <li>• Data on student achievement from other valid, reliable sources</li> </ul>

## **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 surveys to at least four classes. Teachers of grades 9-12 administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion. (Teachers may not remove questions from the surveys.)

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 Student Survey Summary Form)

## **Documentation Records**

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among Franklin City Public Schools, the documentation may be forwarded to the receiving school's administrator. At the end of an evaluation cycle, the evaluator retains copies of the Student Progress Goal Setting Form, Teacher Documentation Log Cover Sheet, Observation Form(s), Informal Observation and Sweeps data, and Summative Evaluation Form at the school.

## **Evaluation Schedule**

Summative evaluations are to be completed by May 5<sup>th</sup> for probationary teachers and May 29<sup>th</sup> for continuing contract teachers. **Figure 5** details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, formal observations, informal observations, sweeps, and goal setting.

### **Teachers New to Franklin City Public Schools**

All probationary teachers will receive a minimum of four observations and a summative evaluation during each of their first five years in the school division. Probationary teachers will also receive a December 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 will receive two observations and a will receive a summative evaluation every year. Announced and unannounced formal observations and informal observations, sweeps, student surveys, and Goal Setting for Student Progress are done yearly for all teachers. Documentation Logs are considered to be a work in progress and are ongoing.

Figure 5: *Franklin City Public Schools Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			<i>Administrator</i>	<i>Teacher</i>
SPM/JPK: During the 1 <sup>st</sup> month of school FHS: During the first month of each semester	Establish student progress goal (all probationary and continuing contract teachers)	<i>Goal Setting for Student Progress Form</i>	✓	✓
No later than October 23, 2015	First Observation of all <b>probationary</b> teachers	<i>Observation Form</i>	✓	
No later than December 11, 2015	First Observation of all <b>continuing contract</b> teachers	<i>Observation Form</i>	✓	
Before end of the 1 <sup>st</sup> Semester	<ul style="list-style-type: none"> <li>Summary of Student Survey Feedback (all probationary and continuing contract teachers)</li> </ul>	<i>Student Surveys and Student Survey Summary Form</i>		Before end of the 1 <sup>st</sup> Semester
Mid-year <b>Before the end of December</b>	<ul style="list-style-type: none"> <li>Mid-year review of student progress goal (all probationary and continuing contract teachers).</li> <li>Probationary teachers will review documentation log</li> <li>Interim performance evaluation of probationary teachers</li> </ul>	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i> <i>Interim Performance Report</i>	✓ ✓ ✓	Mid-year <b>Before the end of December</b>
No later than December 18, 2015	Second Observation of all <b>probationary</b> teachers	<i>Observation Form</i>	✓	
No Later than February 26, 2016	Third Observation of all <b>probationary</b> teachers	<i>Observation Form</i>	✓	
No later than April 29, 2016	Second Observation of all <b>continuing contract</b> teachers	<i>Observation Form</i>	✓	
No Later than April 29, 2016	Fourth Observation of all <b>probationary</b> teachers	<i>Observation Form</i>	✓	
No Later than April 15, 2016 (10 calendar days prior to summative evaluation date)	Submission of end-of-year review of student progress goal and documentation log for all <b>probationary</b> teachers	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i>	✓ ✓	✓ ✓



Franklin City Public Schools Teacher Performance Evaluation System

No later than May 6, 2016	<ul style="list-style-type: none"> <li>Summative evaluation of all <b>probationary</b> teachers</li> <li>Summative evaluation of all <b>continuing contract teachers on a Performance Improvement Plan</b></li> </ul>	<i>Teacher Summative Evaluation Form</i>	✓	
No later than May 9, 2016	Recommendations for renewal or non-renewal of all probationary teachers due in the HR office.	<i>Personnel Recommendation Form</i>	✓	
No Later than June 7, 2016 (10 calendar days prior to summative evaluation date)	Submission of end-of-year review of student progress goal and documentation log for all continuing contract teachers.	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i>	✓ ✓	✓ ✓
No later than June 22, 2016	<ul style="list-style-type: none"> <li>Review documentation log</li> <li>Summative evaluation of all <b>continuing contract teachers.</b></li> </ul>	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i> <i>Teacher Summative Evaluation Form</i>	✓ ✓ ✓	✓ ✓ 

# MAKING SUMMATIVE DECISIONS

Two major considerations used to assess job performance during summative evaluation are the performance standards and the documentation of the actual performance of the standards (observations, goal setting, Teacher Documentation Log). The performance appraisal rubric and performance indicators (see **Part II**) provide a description of the teacher performance standards.

## Definitions of Ratings

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from “exemplary” to “unacceptable.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “exemplary”), note those who meet the standard (i.e., “proficient”), and use the two lower levels of feedback for teachers who do not meet expectations (i.e., “Needs improvement” and “unacceptable”). **Figure 6** offers general descriptions of these ratings.

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. **NOTE: Ratings are applied to individual performance standards, NOT performance indicators.**

## Responsibility for the Ratings

The principal has the ultimate responsibility for ensuring that teacher evaluation is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Assistant principals may be designated by the principal to supervise, monitor, and assist with the multiple data source collection.

Figure 6: *Definitions of Terms Used in Rating Scale*

Category	Description	Definition
<b>Exemplary</b>	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"><li>• consistently exhibits behaviors that have a strong positive impact on learners and the school climate</li><li>• serves as a role model to others</li><li>• sustains high performance over a period of time</li></ul>
<b>Proficient</b>	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"> <li>• meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• demonstrates willingness to learn and apply new skills</li> <li>• exhibits behaviors that have a positive impact on learners and the school climate</li> </ul>
<b>Needs Improvement</b>	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: <ul style="list-style-type: none"> <li>• requires support in meeting the standards</li> <li>• results in less than quality work performance</li> <li>• leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator</li> </ul>
<b>Unacceptable</b>	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Poor Quality performance: <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• may result in the employee not being recommended for continued employment</li> </ul>

## Rating Teacher Performance

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation: (a) the sample performance indicators and (b) the performance rubric.

### Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. They were introduced in the section on *Identifying Teacher Performance Standards* (p. 6). Examples of performance indicators for each performance standard can be found in **Part II**.

### Performance Rubric

A performance rubric is provided for each of the seven standards (see **Figure 7**). **Part II** of the *Handbook* includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. 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. **Note: The rating of “proficient” is the expected level of performance.**

Administrators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through formal and informal observations, goal setting, the Teacher Documentation Log, optional student surveys, and other relevant sources, including evidence the teacher offers, the evaluator rates a teacher's performance for the summative evaluation. Therefore, the summative evaluation will represent where the "preponderance of evidence" exists, based on various data sources.

During the summative evaluation, the four-level rating scale is applied to evaluate performance on all teacher expectations (**see *Teacher Performance Summative Report in Part IV***). The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubric guides 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 practice.

Figure 7: *Sample Rubric of Teacher Performance (Standard 5: Learning Environment)*

<b>Exemplary</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	<b>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b>	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.

Summative evaluations are to be completed before the last week of school for all contract types. If non-renewal of a teacher is anticipated, the summative evaluation occurs by March 5, provided that the teacher has had an opportunity to complete all of the Improvement Plan activities (**described in the next section of this Handbook**).

The evaluator submits the signed *Teacher Performance Summative Report* to the Human Resource Department within 10 calendar days of completing the summative conference.

## 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 each year as part of the annual evaluation. 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”.

Summative ratings apply the rating for each of the seven performance standards, with the most significant weight given to Standard 7 – student academic progress. In determining the final summative rating, the following approach will be used:

1. Apply numbers 1 (unacceptable) through 4 (exemplary) to the rating scale  
 Exemplary = 4  
 Proficient = 3  
 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.

Tables 3 and 4 provide two examples of how this approach would apply.

**Table 3:** *Example of Weighted Calculations for Teacher Performance Evaluation*

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution = (quantified performance Rating Percentage Contribution)
Standard 1	Proficient	3	x 1 (10%)	3
Standard 2	Proficient	3	x 1 (10%)	3
Standard 3	Proficient	3	x 1 (10%)	3
Standard 4	Proficient	3	x 1 (10%)	3
Standard 5	Proficient	3	x 1 (10%)	3
Standard 6	Exemplary	4	x 1 (10%)	4
Standard 7	Proficient	3	x 4 (40%)	12
			<b>Summative Rating (sum of weighted contributions)</b>	<b>31</b>

**Table 4:** *Example of Weighted Calculations for Teacher Performance Evaluation*

<b>Teacher Performance Standard</b>	<b>Performance Rating</b>	<b>Quantified Performance Rating</b>	<b>Percentage contribution to the summative rating</b>	<b>Weighted Contribution = (quantified performance Rating Percentage Contribution)</b>
Standard 1	Proficient	3	x 1 (10%)	3
Standard 2	Developing	2	x 1 (10%)	2
Standard 3	Proficient	3	x 1 (10%)	3
Standard 4	Proficient	3	x 1 (10%)	3
Standard 5	Proficient	3	x 1 (10%)	3
Standard 6	Developing	2	x 1 (10%)	2
Standard 7	Proficient	3	x 4 (40%)	2
			<b>Summative Rating (sum of weighted contributions)</b>	<b>28</b>

### CALCULATIONS FOR TEACHER PERFORMANCE EVALUATION RATINGS

<b>Summative Rating</b>	<b>Score Range</b>
<b>Exemplary</b>	<b>35 - 40</b>
<b>Proficient</b>	<b>26 - 34</b>
<b>Needs Improvement</b>	<b>20 - 25</b>
<b>Unacceptable</b>	<b>10 - 19</b>

1. If the employee has an “unacceptable” or “needs improvement” on one or more of the seven performance standards, the highest summative performance rating the individual can be rated is “proficient.”
2. If the employee has three or more “needs improvement” ratings from among the seven performance standards, the individual will be rated as “unacceptable.”
3. If the employee has an “unacceptable” or “needs improvement” on one or more of the seven performance standards, the highest summative performance rating the individual can be rated is “proficient.”

4. If an employee has an “unacceptable” on Performance Standard 7, the summative performance rating is “unacceptable.”
5. If the employee has three or more “needs improvement” ratings from among the seven performance standards, the individual will be rated as “unacceptable.”

## 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.

Two tools are provided in this handbook that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. 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. **Figure 8** shows the differences between the two processes.

Figure 8: *Two Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
<b>Purpose</b>	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unacceptable.
<b>Initiates Process</b>	Administrator, or teacher	Evaluator*
<b>Documentation</b>	Form provided: None  Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i>  Building/Worksite Level  Offices of Instruction and Human Resources are notified.

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance improves to proficient – no more support</li> <li>• Some progress – continued support</li> <li>• Little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient improvement – recommendation to continue employment</li> <li>• Inadequate improvement – recommendation to non-renew or dismiss the employee</li> </ul>
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\*The evaluator for teachers may be the principal or assistant principal. If an assistant principal, for example, has been collecting documentation such as observations, the assistant principal and the principal confer about the *Performance Improvement Plan*. The principal is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee's progress.

## Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. 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 is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a 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 as 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* (see ***Performance Improvement Plan Form in Part III***).

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 *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

- a rating of "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:

- assistance from the Office on Instruction
- 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 “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 *Performance Improvement Plan* will be implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected. Following completion of the *Performance Improvement Plan*, if the teacher is rated “Unacceptable” a second time, the teacher will be recommended for dismissal.

### **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.

## **PART III: PERFORMANCE STANDARDS**

Teachers are evaluated on the performance standards using the performance appraisal rubrics under each performance standard in this section. The performance indicators are provided as examples of activities that address the standard.

### **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.*

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

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates an accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.

- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

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

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Facilitates planning units in advance to make intra- and interdisciplinary connections.<sup>4</sup>
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.<sup>5</sup>
- Identifies instructional objectives and activities<sup>6</sup> to promote students' cognitive and developmental growth.<sup>7</sup>

### **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.*

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

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	<b>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.</b>	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.<sup>8</sup>
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.<sup>9</sup>

### **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.*

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

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher optimizes students' opportunity	<b>The teacher effectively engages students in learning by using a variety of</b>	The teacher inconsistently uses instructional strategies	The teacher's instruction inadequately addresses

to learn by engaging them in higher order thinking and/or enhanced performance skills.	<b>instructional strategies in order to meet individual learning needs.</b>	that meet individual learning needs.	students' learning needs.
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*\*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.<sup>10</sup>
- Uses a variety of instructional strategies.<sup>11</sup>
- Uses research-based strategies to make instruction student-centered.<sup>12</sup>
- Involves students in cooperative learning to enhance higher-order thinking skills.<sup>13</sup>
- Uses students' prior knowledge to facilitate student learning.<sup>14</sup>
- Possesses strong communication skills,<sup>15</sup> offering clear explanations and directions.<sup>16</sup>
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.<sup>17</sup>
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.<sup>18</sup>

#### **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.*

*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.

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	<b>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.</b>	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 feedback<sup>19</sup> and reinforcement.<sup>20</sup>
- Gives homework and offers feedback on the homework.<sup>21</sup>
- Uses open-ended performance assignments.<sup>22</sup>
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>23</sup>
- 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.<sup>24</sup>

### **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.*

*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.

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	<b>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b>	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.<sup>25</sup>
- Adapts teaching to address student learning styles.<sup>26</sup>
- Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>27</sup>
- Is culturally competent.<sup>28</sup>
- Seeks to know about the cultures and communities from which students come.<sup>29</sup>

### **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.*

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

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.

- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	<b>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.</b>	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.<sup>30</sup>
- Uses multiple forms of communication between school and home.<sup>31</sup>
- Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>32</sup>
- Is culturally competent.<sup>33</sup>
- Seeks to know about the cultures and communities from which students come.<sup>34</sup>



**Performance Standard 7: Student Academic Progress**

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

**Note:** Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

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

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

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

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

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Knows the students' abilities and sets realistic goals.<sup>35</sup>
- Raises the achievement levels for all groups of students in the classroom.<sup>36</sup>
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.<sup>37</sup>

# PART IV: FORMS AND LOGS

## INTRODUCTION

Part IV contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. The evaluator retains copies of the Student Progress Goal Setting Form, Teacher Documentation Log Cover Sheet, Observation Form(s), Walkthrough data, Summative Evaluation Form, and Performance Improvement Plan (if needed.) at the school.

Figure 9: *Items Used as Evidence of Quality Work Performance*

Form	Documentation Completed by	
	<i>Evaluator</i>	<i>Teacher</i>
Goal Setting for Student Progress Form	✓	✓
Observation Form	✓	
Walk-through Data	✓	✓
Documentation Log Cover Sheet (and other artifacts)		✓
Student Surveys K-2 Survey 3-5 Survey 6-8 Survey 9-12 Survey		✓
Student Survey Summary Form (must be completed; inclusion in Documentation Log is optional)		✓
Summative Evaluation Report	✓	
Performance Improvement Plan (if needed)	✓	

## 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, learner or program progress, or observational data.
- III. **Provide baseline data:** Determine the learners' baseline data (where they are now) using the following process:
  - Collect and review data.
  - Analyze the data.
  - Interpret the data.
  - Determine needs.

Examples of data sources for monitoring student progress can be found in **Figure 13**.

Figure 13: *Examples of Data Sources for Monitoring Student Progress* **EDIT TO FIT US WITH EACH SCHOOL.**

### ***Criterion- and Norm-Referenced Tests***

- Advanced Placement Tests
- Brigance
- Virginia Standards of Learning (SOL)
- Scholastic Reading Inventory (SRI)
- Phonological Awareness Literacy Screening (PALS)
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)
- Virginia Alternate Assessment Program (VAAP)
- Virginia Grade Level Alternative (VGLA)
- Virginia Substitute Evaluation Program (VSEP)

### ***Benchmark Tests***

- FCPS Benchmark Tests based on the standards
- CTE Competencies
- FitnessGram

### ***Teacher Assessments***

- Quizzes
- Tests
- Authentic assessments/portfolios/ writing samples/running records
- Grade analysis by six/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?

- Select an emphasis for your goal, focusing on the classroom/teacher level.
- Develop an annual goal.

V. **Means for attaining the goal:** Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in **Figure 14**.

Figure 14: *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
- Student Contracts (Triage process)
- I Can Do It! forms
- 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.

## Franklin City Public Schools Teacher Evaluation System

### Goal Setting for Student Progress Form

**Teacher's Name:** \_\_\_\_\_

**Subject/Grade:** \_\_\_\_\_ **School Year:** \_\_\_\_ - \_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text)

**Initial Goal Submission** (due to the evaluator by the end of the 1<sup>st</sup> month of school for elementary and middle; and due by the end of the 1<sup>st</sup> month in each semester for high school)

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

**Approval of Goal**

To the Evaluator: Use the following rubric to determine whether the goal is a rigorous goal that meets the SMART criteria. Provide a rating by checking the appropriate box in the rubric below

Goal Setting Rubric			
Level of Performance			
Unsatisfactory	Emerging	Proficient	Exemplary
Not Applicable <b>CANNOT MOVE FORWARD</b>	Not Applicable <b>CANNOT MOVE FORWARD</b>	Student learning and academic achievement goals are rigorous, attainable and reflect acceptable growth during the course or school year	Student learning and academic achievement goals are rigorous, attainable and reflect extraordinary growth beyond expectations during the course or school year
Student learning and academic achievement goals are unrelated to identified student needs.	Student learning and academic achievement goals are related to identified student needs, but S.M.A.R.T. process needs refining.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Next Steps:

- ☐ Revisions Needed: Revise Goal Using Suggestions Provided Above and Resubmit by 10/30
- ☐ Revisions Not Needed at this Time: Continue with Goal Setting Process

Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>VI. Mid-Year Review</b> (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

Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Franklin City Public Schools**  
**Formal Classroom Observation Form**

*Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.*

Teacher's Name	Date Observed	Time
Observer's Name	The teacher is: <input type="checkbox"/> Probationary <input type="checkbox"/> Continuing Contract	

**1. Professional Knowledge**

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Effectively addresses appropriate curriculum standards.</li><li>• Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li><li>• Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li><li>• Demonstrates an accurate knowledge of the subject area(s) taught.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrates skills relevant to the subject area(s) taught.</li><li>• Bases instruction on goals that reflect high expectations and an understanding of the subject.</li><li>• Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</li><li>• Communicates clearly and checks for understanding.</li></ul> |
|---|--|

*Comments:*

**2. Instructional Planning**

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Uses student learning data to guide planning.</li><li>• Plans time realistically for pacing, content mastery, and transitions.</li><li>• Plans for differentiated instruction.</li></ul> | <ul style="list-style-type: none"><li>• Aligns lesson objectives to the school's curriculum and student learning needs.</li><li>• Develops appropriate long- and short-range plans and adapts plans when needed.</li></ul> |
|--|--|

*Comments:*



### 3. Instructional Delivery

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

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

*Comments:*

### 4. Assessment of and for Student Learning

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

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

*Comments:*

### 5. Learning Environment

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

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

*Comments:*

## 6. Professionalism

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

*Comments:*

## 7. Student Academic Progress

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

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

*Comments:*

### Additional Comments:

Teacher's Name \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Observer's Name \_\_\_\_\_

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Pre-Observation Conference Record

Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Conference Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Inquiries	Notes
1. Describe the lesson that will be observed. <ul style="list-style-type: none"> <li>The minimum length for an observation is 30 minutes. Would you like me to stay longer based on the lesson you have planned?</li> <li>What have/will you have done instructionally with students in the days prior to the observation?</li> </ul>	
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 Year: \_\_\_\_\_ - \_\_\_\_\_

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge		Can include: <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Summary of a plan for integrating instruction</li> <li>• Class profile</li> <li>• Annotated list of instructional activities for a unit</li> <li>• Annotated photographs of teacher-made displays used in instruction</li> <li>• Annotated samples or photographs of instructional materials created by the teacher</li> <li>• Lesson/intervention plan (Triage) including goals and objectives, activities, resources, assessment measures</li> </ul> Summary of consultation with appropriate staff members regarding special needs of individual students (minutes who does what when)	
2. Instructional Planning	Aligned, Paced Lesson Plan using Power Tools	Can include: <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Course Syllabus</li> <li>• Intervention Plan (Triage/Triage Contract)</li> </ul>	

3. Instructional Delivery		<p>Can include:</p> <ul style="list-style-type: none"><li>• Handouts or sample work</li><li>• Samples of checking for understanding</li><li>• Video/audio samples of instructional units</li><li>• Copies of FCPS Walkthroughs</li><li>• Appropriate use of technology as a tool to support instructional strategies (Power Tools)</li></ul>	
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Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of and for Student Learning	Copies of teacher made tests and other assessments (both formative and summative)	Can include: <ul style="list-style-type: none"> <li>• Teacher made frequent student assessments (FSA)</li> <li>• Graphs or tables of student results</li> <li>• Brief report describing your record keeping system and how it is used to monitor student academic progress (I Can Do It!)</li> <li>• Copy of scoring rubrics used for projects</li> <li>• Photographs or photocopies of student work with written comments</li> <li>• Samples of interim reports, written correspondence to parents</li> <li>• Copy of disaggregated analysis of student achievement on benchmarks, quizzes, and/or tests.</li> <li>• Copies of students' journals of self-reflection and self-monitoring</li> </ul>	
5. Learning Environment		Can include: <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules, consequences, and rewards with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism	Parent Communication Log	Can include: <ul style="list-style-type: none"> <li>• Teacher attendance records</li> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of compliance with FCPS Non-negotiables</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Copy of classroom newsletter or other parent information documents</li> <li>○ Sample copy of interim reports</li> </ul>	
7. Student Academic Progress	Student Progress Goal Setting Form	Can include: <ul style="list-style-type: none"> <li>• I Can Do It! required for FCPS 3-trigger triage students and FHS New Beginnings students</li> <li>• Chart of student academic progress throughout the year</li> <li>• Analysis of grades for the marking period</li> <li>• Log of collegial collaboration</li> <li>• Documentation of meeting established annual goals</li> <li>• Data on student achievement from other valid, reliable sources</li> </ul>	

## Communication Log

**Teacher:** \_\_\_\_\_ **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	
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## Professional Development Log

**Teacher:** \_\_\_\_\_ **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 _____
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			<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 \_\_\_\_\_ Date \_\_\_\_\_

	Yes	Some- times	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. My teacher shows us how to do new things.			
4. I know what I am supposed to do in class.			
5. I am able to do the work in class.			
6. I learn new things in my class.			
*			
*			

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

## Grade 3-5 Student Survey

### **Directions:**

DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as I read the statements. Respond to the statements by placing a checkmark (✓) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

Teacher	School Year		
	Yes	Some- times	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. My teacher shows us how to do new things.			
4. My teacher encourages me to evaluate my own learning.			
5. I am able to do the work in class.			
6. I learn new things in my class.			
7. I feel safe in this class.			
8. My teacher uses many ways to teach.			
9. My teacher explains how my learning can be used outside of school.			
10. My teacher explains why I get things wrong on my work.			
11. My teacher shows respect to all students.			
12. My teacher demonstrates helpful strategies or skills for my learning.			
13. There are opportunities to reflect on my learning in my class.			
14. My teacher allows me to make some choices about my learning.			
*			
*			

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

COMMENTS:

## Grade 6-8 Student Survey

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

**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	Disagree	Strongly Disagree	Not Applicable
1. My teacher creates a classroom environment that allows me to learn.					
2. My teacher encourages me to evaluate my own learning.					
3. My teacher allows me to demonstrate my learning in a variety of ways.					
4. My teacher gives clear instructions.					
5. My teacher shows respect to all students.					
6. My teacher is available to help outside of class.					
7. My teacher grades my work in a timely manner.					
8. My teacher relates lessons to other subjects or the real world.					
9. My teacher respects different opinions.					
10. My teacher uses a variety of activities in class.					
11. My teacher encourages all students to learn.					
12. My teacher expects me to be successful.					
13. My teacher is knowledgeable about the subject.					
14. My teacher provides helpful feedback.					
*					
*					

\*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	Disagree	Strongly Disagree	Not Applicable
<i>In this class my teacher. . . .</i>					
1. gives clear instructions.					
2. treats everyone fairly.					
3. is available for help outside of class time.					
4. clearly states the objectives for the lesson.					
5. grades my work in a reasonable time.					
6. relates lessons to other subjects or the real world.					
7. allows for and respects different opinions.					
8. encourages all students to learn.					
9. uses a variety of activities in class.					
10. communicates in a way I can understand.					
11. manages the classroom with a minimum of disruptions.					
12. shows respect to all students.					
13. consistently enforces disciplinary rules in a fair manner.					
14. makes sure class time is used for learning.					
15. is knowledgeable about his/her subject area.					
16. clearly defines long-term assignments (such as projects).					
17. sets high expectations.					
18. helps me reach high expectations.					
19. assigns relevant homework.					
20. communicates honestly with me.					
*					
*					

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

Comments:

## Student Survey Summary

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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, near time of report cards).
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 Documentation Log.)*

## Franklin City Public Schools Teacher Summative Performance Report

**Teacher:** \_\_\_\_\_ **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 10 calendar days of the summative evaluation meeting.

<p><b>1. Professional Knowledge</b>  <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> <li>Effectively addresses appropriate curriculum standards.</li> <li>Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li> <li>Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li> <li>Demonstrates an accurate knowledge of the subject area(s) taught.</li> </ul> <ul style="list-style-type: none"> <li>Demonstrates skills relevant to the subject area(s) taught.</li> <li>Bases instruction on goals that reflect high expectations and an understanding of the subject.</li> <li>Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</li> <li>Communicates clearly and checks for understanding.</li> </ul> </div> <p><i>Comments:</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> <i>Exemplary</i>  <i>In addition to meeting the standard, .</i>                  In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</p> <p><input type="checkbox"/> <i>Proficient</i>  <i>Proficient is the expected level of performance.</i>                  The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p> <p><input type="checkbox"/> <i>Needs Improvement</i>                  The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</p> <p><input type="checkbox"/> <i>Unacceptable</i>                  The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students</p>
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<p><b>2. Instructional Planning</b>  <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> <ul style="list-style-type: none"> <li>• Uses student learning data to guide planning.</li> <li>• Plans time realistically for pacing, content mastery, and transitions.</li> <li>• Plans for differentiated instruction.</li> <li>• Aligns lesson objectives to the school's curriculum and student learning needs.</li> <li>• Develops appropriate long- and short-range plans and adapts plans when needed.</li> </ul> <p><i>Comments:</i></p>	
<p><b>3. Instructional Delivery</b>  <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <ul style="list-style-type: none"> <li>• Engages and maintains students in active learning.</li> <li>• Builds upon students' existing knowledge and skills.</li> <li>• Differentiates instruction to meet the students' needs.</li> <li>• Reinforces learning goals consistently throughout lessons.</li> <li>• Uses a variety of effective instructional strategies and resources.</li> <li>• Uses instructional technology to enhance student learning.</li> <li>• Communicates clearly and checks for understanding.</li> </ul> <p><i>Comments</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> <i>Exemplary</i>  <i>In addition to meeting the standard. .</i>  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.</p> <p><input type="checkbox"/> <i>Proficient</i>  <i>Proficient is the expected level of performance.</i>  The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p> <p><input type="checkbox"/> <i>Needs Improvement</i>  The teacher inconsistently uses instructional strategies that meet individual learning needs.</p> <p><input type="checkbox"/> <i>Unacceptable</i>  The teacher's instruction inadequately addresses students' learning needs.</p>
<p><b>4. Assessment of and for Student Learning</b>  <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></p> <ul style="list-style-type: none"> <li>• Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.</li> <li>• Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.</li> </ul>	<p><b>Rating</b></p> <p><input type="checkbox"/> <i>Exemplary</i>  <i>In addition to meeting the standard. .</i>  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.</p> <p><input type="checkbox"/> <i>Proficient</i></p>



<ul style="list-style-type: none"> <li>• Involves students in setting learning goals and monitoring their own progress.</li> <li>• Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.</li> <li>• Aligns student assessment with established curriculum standards and benchmarks.</li> </ul> <p><i>Comments:</i></p>	<ul style="list-style-type: none"> <li>• Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.</li> <li>• Gives constructive and frequent feedback to students on their learning.</li> </ul> <p><i>Proficient is the expected level of performance.</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.</p> <p><input type="checkbox"/> <i>Needs Improvement</i> 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.</p> <p><input type="checkbox"/> <i>Unacceptable</i> 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.</p>
<p><b>5. Learning Environment</b> <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <ul style="list-style-type: none"> <li>• Arranges the classroom to maximize learning while providing a safe environment.</li> <li>• Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.</li> <li>• Maximizes instructional time and minimizes disruptions.</li> <li>• Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</li> </ul> <p><i>Comments:</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> <i>Exemplary</i> <i>In addition to meeting the standard. .</i> 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.</p> <p><input type="checkbox"/> <i>Proficient</i> <i>Proficient is the expected level of performance.</i> The teacher uses resources, routines, and procedures to provide a respectfully, positive, safe, student-centered environment that is conducive to learning.</p> <p><input type="checkbox"/> <i>Needs Improvement</i> The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</p> <p><input type="checkbox"/> <i>Unacceptable</i> The teacher inadequately addresses student behavior, displays a harmful</p>

	attitude with students, and/or ignores safety standards.
<p><b>6. Professionalism</b>  <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></p> <ul style="list-style-type: none"> <li>• Collaborates and communicates effectively within the school community to promote students' well-being and success.</li> <li>• Adheres to federal and state laws, school policies, and ethical guidelines.</li> <li>• Incorporates learning from professional growth opportunities into instructional practice.</li> <li>• Sets goals for improvement of knowledge and skills.</li> <li>• Engages in activities outside the classroom intended for school and student enhancement.</li> <li>• Works in a collegial and collaborative manner with administrators, other school personnel, and the community.</li> <li>• Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.</li> <li>• Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.</li> <li>• Demonstrates consistent mastery of standard oral and written English in all communication.</li> </ul> <p><i>Comments</i></p>	<p><b>Rating</b>  <input type="checkbox"/> <i>Exemplary</i>  <i>In addition to meeting the standard. .</i>  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.  <input type="checkbox"/> <i>Proficient</i>  <i>Proficient is the expected level of performance.</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.  <input type="checkbox"/> <i>Needs Improvement</i>  The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.  <input type="checkbox"/> <i>Unacceptable</i>  The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</p>
<p><b>7. Student Academic Progress</b>  <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p> <ul style="list-style-type: none"> <li>• Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.</li> <li>• Documents the progress of each student throughout the year.</li> <li>• Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.</li> <li>• Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.</li> </ul> <p><i>Comments:</i></p>	<p><b>Rating</b>  <input type="checkbox"/> <i>Exemplary</i>  <i>In addition to meeting the standard. .</i>  In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.  <input type="checkbox"/> <i>Proficient</i>  <i>Proficient is the expected level of performance.</i>  The work of the teacher results in acceptable, measurable, and appropriate student academic progress.  <input type="checkbox"/> <i>Needs Improvement</i>  The work of the teacher results in student academic progress that does not meet the established standard</p>

	<p>and/or is not achieved with all populations taught by the teacher.</p> <p><input type="checkbox"/> <i>Unacceptable</i></p> <p>The work of the teacher does not achieve acceptable student academic progress.</p>
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### 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 a *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.)

### 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>Needs Improvement</i> or one or more <i>Unacceptable</i> ratings on performance standards
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Employee's Signature/Date</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Administrator's Signature/Date</i>

# FRANKLIN CITY PUBLIC SCHOOLS TEACHER PERFORMANCE EVALUATION

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution = (quantified performance Rating Percentage Contribution)
Standard 1			x 1 (10%)	
Standard 2			x 1 (10%)	
Standard 3			x 1 (10%)	
Standard 4			x 1 (10%)	
Standard 5			x 1 (10%)	
Standard 6			x 1 (10%)	
Standard 7			x 4 (40%)	
			<b>Summative Rating (sum of weighted contributions)</b>	

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## Performance Improvement Plan

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Grade/Subject:** \_\_\_\_\_ **School Year:** \_\_\_\_ - \_\_\_\_

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

_____ Evaluator's Signature/Date Initiated	_____ Teacher's Signature/Date Initiated
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The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

### Results of Performance Improvement Plan<sup>1</sup>:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates<sup>2</sup></i>

### ***Final recommendation based on outcome of Improvement Plan:***

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

\_\_\_\_\_  
Evaluator's Signature/Date Reviewed

\_\_\_\_\_  
Teacher's Signature/Date Reviewed  
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

<sup>1</sup> These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

<sup>2</sup> Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher.

\_\_\_\_ Additional Pages Attached

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## Endnotes

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- <sup>1</sup> Tucker, P. D. & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- <sup>2</sup> Tucker, P. D. & Stronge, J. H. (2005).
- <sup>3</sup> Stronge, J. H. & Grant, L. H. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.
- <sup>4</sup> McEwan, E. K. 2002. *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.
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