Winchester Public Schools

Teacher Performance Evaluation System

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The *Winchester Public Schools Teacher Performance Evaluation System* (TPES) uses the Goals and Roles Performance Evaluation Model$^©$ (short title: Goals and Roles Model$^©$) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The TPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes

The primary purposes of TPES 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 Winchester Public Schools,

- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and

- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of TPES are:

- a focus on the relationship between professional performance and improved learner academic achievement,

- sample performance indicators for each of the teacher performance standards,

- a system for documenting teacher performance based on multiple data sources,

- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and

- a support system for providing assistance when needed.

IDENTIFYING TEACHER PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the TPES. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e. principal, supervisor) reasonably understand the job expectations. The term *site administrator* will be used for principals/supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator 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 Indicators** →
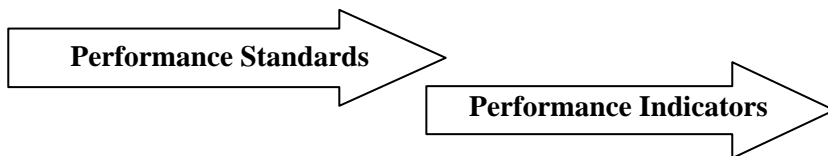
Performance Standards

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

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

Performance Standard 2: Instructional Planning
 The teacher plans using the Virginia Standards of Learning, the school's curriculum, state competencies, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery
The teacher engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning
 The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely constructive feedback to both students and parents throughout the school year.

Performance Standard 5: Learning Environment
 The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics and the school's mission, takes responsibility for and participates in professional growth, and maintains effective communication with students, families, colleagues, and community.

Performance Standard 7: Student Academic Progress
The instructional efforts of the teacher result in reasonable, measurable student progress based on established standards and goals.

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 exhaustive 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*

Performance Standard 3: Instructional Delivery The teacher engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

The teacher:

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet 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 and presents material clearly, and checks for understanding.

3.8 Engages students in higher-order thinking and/or application of performance skills**.**

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*

Data Source	Definition
Goal Setting for Student Progress	Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
Observations	Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two observations will occur prior to the end of the first semester and the third by May 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 formal observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.
Teacher Documentation Log	A collection of artifacts that provide evidence of meeting selected performance standards.
Teacher Self Reflections	Self-reflection is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement. All teachers will reflect upon their practice annually.
Student Surveys	Teachers are not required to survey their students. If they choose to do so, 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 require that growth account for 40 percent of an individual's summative evaluation. There are key points to consider in the use of this model at Winchester Public Schools:

1. Student learning, as determined by multiple measures of growth, accounts for a total of 40 percent of the evaluation.

2. Student progress should be measured using one or more measures with evidence that the measure is valid.
   o Quantitative measures already available in the school that provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.
   o 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).
   o To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.

Figure 3 on the following page shows examples of items that may be used to assess student progress.

Figure 3: *Assessments for Assessing/Monitoring Student Progress*

Content Areas	Category 1 Assessments These assessments provide multiple points of data to monitor student progress throughout the school year. An annual goal can be established using these assessments.	Category 2 Assessments These assessments provide a single point of data at the end of the school year and can be used to establish an annual goal. An assessment from Category 1 would be used to monitor student progress throughout the school year.
English/Reading/Writing Mathematics History Science Foreign Language Music Art Business (CTE) Technology (CTE) Marketing (CTE)	AIMS WEB Authentic assessments/portfolios/ writing samples/running records Benchmark Tests Brigance Checklist of Skills/Competencies Developmental Reading Assessment 2 (DRA2) Division Benchmark Tests based on the standards (pre, mid, post) Dolch Word recognition Fitnessgram* Phonological Awareness Literacy Screening (PALS) Portfolio of Student Work (i.e. RAMP, product, performance) Pre-/post-testing Qualitative Reading Inventory (QRI) Reading for Concepts Skills Assessment Rigby Slosson Math SMART Music Star Math Star Reader (reading levels) Study Island Wilson Writing Prompts	Advanced Placement Tests Industry Certifications NCS Mentor The President's Challenge Physical Fitness Test* Semester/end-of-course examinations Teacher Assessments Virginia Alternate Assessment Program VAAP) Virginia Grade Level Alternative (VGLA) Virginia Standards of Learning (SOL) VMAST WIDA ACCESS for ELL's Virginia Substitute Evaluation Program (VSEP)

*Assessments not currently being used in the school division

Goal Setting for Student Achievement[a]

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting[b]* is designed to improve student learning.

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

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

The Intent of Student Achievement Goal Setting

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

- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and ultimately,
- increase student achievement.[2]

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[a] 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.
[b] Copyright (2009) by James H. Stronge and Leslie W. Grant. Used with permission.

Observations

Observations are intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities.

These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. The observation forms are used to provide targeted feedback on teachers' effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism and Communication, and Student Progress.

Probationary teachers will be observed at least three times per year. Two of these observations will occur prior to the end of the first semester and the third by May 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 formal observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using the observation form and through a post-conference with the teacher. Other observation forms may be used at the evaluator's discretion.

After each observation, one copy of the observation form will be given to the teacher and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Teacher Documentation Log

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

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

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

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

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 result from regular classroom instruction,

- may be kept as electronic files or in paper form (e.g. three ring binder, file folder),

- is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/ monthly),

- should be available for review at administrator's request,

- should be user-friendly (neat, organized),

- remains in teacher's possession except when reviewed by the evaluator,

- belongs to the employee, and

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

A Documentation Log is NOT

- a portfolio, or

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

Figure 4 shows examples of items that may be included in the *Documentation Log*. This is not a limited list.

Teacher Documentation Log Sample Items

Figure 4: *Sample Items in a Documentation Log*

Standards	Examples of Evidence
1. Professional Knowledge	Can include: • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher • Observations • Summary of plan for integrating instruction

2. Instructional Planning	Can include:
	• Differentiation in lesson planning and practice
	• Analysis of classroom assessment
	• Data driven curriculum revision work
	  Examples:
	    o Sample lesson or unit plan
	    o Course syllabus
	    o Intervention plan
	    o Substitute lesson plan
	    o CTE Competencies
	    o Pacing Guides
	    o IEP's
	    o Annotated learning objectives

3. Instructional Delivery	Can include: • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units • Student Surveys • Observations • Differentiated lessons • Teacher narrative case study

Figure 4 *(continued)*

Standards	Examples of Evidence

4. Assessment of and for Student Learning	Can include:
	• Student portfolio
	• Observations
	• Samples of baseline and periodic assessments given
	• Samples of both formative and summative assessment
	• Graphs or tables of student results
	• Records within electronic curriculum mapping tool
	  Examples:
	    ○ Brief report describing your record keeping system and how it is used to monitor student progress
	    ○ Copy of scoring rubrics
	    ○ Photographs or photocopies of student work with written comments
	    ○ Samples of educational reports, progress reports or letters prepared for parents or students
	    ○ Copy of disaggregated analysis of student achievement scores on standardized test
	    ○ Copy of students' journals of self-reflection and self-monitoring

5. Learning Environment	Can include: • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures • Photographs of the classroom and elements of the classroom • Videos of class

6. Professionalism	Can include:
	• Parent Surveys
	• Progress towards re-certification
	• Record of participation in extracurricular activities and events
	• Record of professional development taken or given
	• Examples of collaborative work with peers
	• Evidence of communication with students, families, colleagues and community
	  Examples:
	    ○ Copy of classroom newsletter or other parent information documents
	    ○ Sample copy of interim reports

7. Student Academic Progress	Student Achievement Goal Setting Document – Revised at midterm and end of year

Teacher Self Reflection

Self-reflection is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement. When teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.

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

Evidence suggests that self reflection is a critical component of the evaluation process and is strongly encouraged. To that end, all teachers are required to complete the *Teacher Self Reflections* form and submit prior to the end of year evaluation.

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. Use of the student survey tool is optional. If a teacher decides to use student surveys, the following guidelines should be used:
- 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 two 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.

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

Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g. Student Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 5 shows the alignment of performance standard by data source.

Figure 5: *Aligning Multiple Data Sources with Performance Standards*

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

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part III). Further details on the rating process are provided in subsequent sections of the *Handbook.*

Evaluation Schedule

Summative evaluations and Interim evaluations (for Continuing Contract teachers) are to be completed by the last week of school. Figure 6 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, observations and goal setting.

Teachers New to Winchester Public Schools

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

Teachers on Continuing Contract

All teachers on continuing contract receive a summative evaluation every third year. They receive interim evaluations near the end of years one and two of their evaluation cycle.

All Teachers

Observations, Self Reflections, and Goal Setting for Student Progress are done yearly for all teachers, regardless of whether it is their summative evaluation year or not. *Documentation Logs* are considered to be a work in progress and are ongoing.

Documentation Records

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

Figure 6: *TPES Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	*Teacher*
During the 1st Month	Establish student progress goal (all probationary and continuing contract teachers)	*Goal Setting for Student Progress Form*	✓	✓
Before the end of the 1st Quarter	Observation of all **probationary** teachers	*Observation Form*	✓	
Before the end of the 2nd Quarter	Observation of all **probationary** teachers	*Observation Form*	✓	
Before end of the 1st Semester	Summary of Student Survey Feedback (optional for both probationary and continuing contract teachers)	*Student Surveys and Student Survey Summary Form*		✓
Mid-year	• Mid-year review of student progress goal (all probationary and continuing contract teachers). • Probationary teachers will review documentation log • Interim performance evaluation of probationary teachers	*Goal Setting for Student Progress Form* *Documentation Log* *Interim Performance Report*	✓ ✓ ✓	✓ ✓
During the 2nd Semester	Observation (all probationary and continuing contract teachers)	*Observation Form*	✓	
10 calendar days prior to evaluation date	Submission of end-of-year review of student progress goal, documentation log, and Teacher Self Reflections	*Goal Setting for Student Progress Form* *Documentation Log* *Teacher Self Reflections Form*	✓	✓ ✓ ✓
Before Last Week of School	• Review documentation log • Interim performance evaluation (all continuing contract teachers in years one and two of the three year evaluation cycle) • Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year)	*Documentation Log* *Teacher Interim Performance Report* *Teacher Summative Evaluation Form*	✓ ✓ ✓	✓

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., "developing/needs improvement" and "unacceptable"). Figure 7 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 site administrator has the ultimate responsibility for ensuring that TPES 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. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

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

Category	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: • consistently exhibits behaviors that have a strong positive impact on learners and the school climate • serves as a role model to others • sustains high performance over a period of time
Proficient	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn and apply new skills • exhibits behaviors that have a positive impact on learners and the school climate
Developing/ Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: • requires support in meeting the standards • results in less than quality work performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment

Rating Teacher Performance

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation: (a) the 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.* 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 8). 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 observations, goal setting, the *Teacher Documentation Log* 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 performance standards (see *Teacher Performance Summative Report* in Part III). The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice.

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

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

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

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 ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook).

The evaluator submits the signed *Teacher Performance Summative Report* to the Personnel 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 at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee's performance.

Each of the first six performance standards is weighted equally at 10%, and the seventh standard, Student Academic Progress, is weighted as 40% in calculating the summative rating. In addition, each of the levels in the four-level rating scale is assigned a point value as follows:

Rating	Points
Exemplary	4 points
Proficient	3 points
Developing/Needs Improvement	2 points
Unacceptable	1 point

The summative rating is calculated by applying the respective weighting for the performance standard to the points earned on each of the seven standards for a point total. The summative point total results in an overall rating as follows:

Total Points	Overall Rating
35-40	Exemplary
26-34	Proficient
20-25	Developing/Needs Improvement
10-19	Not Proficient

Regardless of the overall total points earned:

1. If the employee has an "unacceptable" rating on two or more of the seven performance standards, the individual will receive an overall performance rating of "not proficient."

2. If the employee has three or more "developing/needs improvement" ratings from among the seven performance standards, the individual will be rated as "not proficient."

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 TPES 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. 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 9 shows the differences between the two processes.

Figure 9: *Two Tools to Increase Professional Performance*

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

*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator 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 teacher who receives two or more "Not Evident" ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report:*

- a rating of "Developing/Needs Improvement" on **three or more** performance standards, or
- a rating of "Unacceptable" on **two or more** performance standards.
- A summative rating of "not proficient."

Implementation of Performance Improvement Plan

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

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

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:
- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated "Proficient."
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the teacher is rated "Not Proficient."

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

Request for Review of an "Not Proficient" Rating

The teacher may request a review of the evidence in relation to a "Not Proficient" 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 II: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples 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.

Sample Performance Indicators

The teacher:

1.1 Addresses appropriate curriculum standards and integrates key content elements.

1.2 Facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates accurate and current knowledge of subject matter.

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

1.6 Bases instruction on goals that reflect high expectations for all students.

1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The teacher consistently demonstrates **extensive** curriculum, subject content and pedagogical knowledge, and regularly enriches the curriculum.	**The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences**.	The teacher inconsistently demonstrates understanding of the curriculum, content, pedagogical knowledge, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate, inappropriate, 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 research has found that an effective teacher:
- Facilitates planning units in advance to make intra- and interdisciplinary connections.[3]
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.[4]
- Identifies instructional objectives and activities[5] to promote students' cognitive and developmental growth.[6]

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, state competencies, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

The teacher:

2.1 Analyzes and uses student learning data to inform planning.

2.2 Plans and adjusts instruction effectively for content mastery, pacing, and transitions.

2.3 Plans for differentiated instruction.

2.4 Aligns and connects lesson objectives to Virginia Standards of Learning, state competencies, and/or the school division's curriculum.

2.5 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

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

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

Contemporary research has found that an effective teacher:
- Constructs a blueprint of how to address the curriculum during the instructional time.[7]
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.[8]

Performance Standard 3: Instructional Delivery

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

Sample Performance Indicators

The teacher:

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet 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 and presents material clearly, and checks for understanding.

3.8 Engages students in higher-order thinking and/or application of performance skills**.**

Exemplary* *In addition to meeting the standard...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
The teacher optimizes and extends students' opportunities to learn.	**The teacher engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.**	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' individual learning needs.

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

Contemporary research has found that an effective teacher:
- Stays involved with the lesson at all stages.[9]
- Uses a variety of instructional strategies.[10]
- Uses research-based strategies to make instruction student-centered.[11]
- Involves students in cooperative learning to enhance higher-order thinking skills.[12]
- Uses students' prior knowledge to facilitate student learning.[13]
- Possesses strong communication skills,[14] offering clear explanations and directions.[15]
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.[16]
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.[17]

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely constructive feedback to both students and parents throughout the school year.

Sample Performance Indicators

The teacher:

4.1 Uses pre-assessment data to develop learning goals for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Creates or selects valid and appropriate assessments.

4.4 Aligns student assessment with established curriculum standards and benchmarks.

4.5 Uses a variety of formal and informal assessment strategies for instructional planning.

4.6 Gathers, analyzes, and uses data systematically to measure student progress and to inform instructional decision-making.

4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

4.8 Gives frequent constructive feedback to students on their learning and progress toward their learning goals.

4.9 Uses grading practices that report progress toward mastery in relationship to content goals and objectives.

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

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

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback[18] and reinforcement.[19]
- Gives homework and offers feedback on the homework.[20]
- Uses open-ended performance assignments.[21]
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.[22]
- 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.[23]

Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

The teacher:

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 by minimizing disruptions and maintaining efficient transitions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Creates and maintains an educational environment in which the students feel comfortable enough to take risks and explore learning.

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 while working with students individually, in small groups, and/or whole groups.

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

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

Contemporary research has found that an effective teacher:

♦ Cares about students as individuals and makes them feel valued.[24]

♦ Adapts teaching to address student learning styles.[25]

♦ Acknowledges his or her perspective and is open to hearing students' worldviews.[26]

♦ Is culturally competent.[27]

♦ Seeks to know about the cultures and communities from which students come.[28]

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics and the school's mission, takes responsibility for and participates in professional growth, and maintains effective communication with students, families, colleagues, and community.

Sample Performance Indicators

The teacher:

6.1 Carries out duties in accordance with established school board policies, regulations, practices, federal and state laws, and ethical guidelines.

6.2 Maintains professional demeanor and behavior. Serves as a role model both in and out of the classroom, teaching by example the shared values of a civilized social order

6.3 Respects and maintains confidentiality.

6.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.

6.5 Participates in ongoing professional growth activities and incorporates learning into instructional practice.

6.6 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

6.7 Demonstrates consistent proficiency of standard oral and written English in all communication.

6.8 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.

6.9 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

6.10 Maintains professional boundaries in the student-teacher relationship.

6.11 Collaborates with colleagues and community to reach educational decisions that enhance and promote student learning.

6.12 Demonstrates flexibility in adapting to school change.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The teacher continually engages in high level personal/professional growth and application of skills; contributes to the development of others and the well-being of the school; and communicates frequently and clearly with students, colleagues and families in a variety of ways.	**The teacher maintains a commitment to professional ethics and the school's mission, takes responsibility for and participates in professional growth, and maintains effective communication with students, families, colleagues, and community.**	The teacher inconsistently practices professional ethics and support of the school's mission, seldom participates in professional growth opportunities, or inconsistently communicates with students, families, colleagues, and community.	The teacher shows a disregard toward professional ethics or the school's mission, rarely takes advantage of professional growth opportunities, or repeatedly demonstrates inadequate or detrimental communication with students, families, colleagues, and community.

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

Contemporary research has found that an effective teacher:

♦ Recognizes the levels of involvement, ranging from networking to collaboration.[29]

♦ Uses multiple forms of communication between school and home.[30]

♦ Acknowledges his or her perspective and is open to hearing students' worldviews.[31]

♦ Is culturally competent.[32]

♦ Seeks to know about the cultures and communities from which students come.[33]

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.

Performance Standard 7: Student Academic Progress
The instructional efforts of the teacher result in reasonable, measurable student progress based on established standards and goals.

Sample Performance Indicators

The teacher:

   7.1 Sets measurable, reasonable, and appropriate achievement goals for student progress.

   7.2 Assesses prerequisite knowledge and skills to determine initial level of understanding and content readiness.

   7.3 Monitors student progress through the use of formative and summative assessments.

   7.4 Identifies and establishes additional means of support to increase achievement levels for all students.

   7.5 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The instructional efforts of the teacher result in a high level of student progress with all populations of learners.	**The instructional efforts of the teacher result in reasonable, measurable student progress based on established standards and goals.**	The instructional efforts of the teacher result in some student progress, but more progress is often needed to meet established standards, school division goals, or school goals.	The instructional efforts of the teacher do not result in reasonable student progress.

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

Contemporary research has found that an effective teacher:

♦ Knows the students' abilities and sets realistic goals.[34]

♦ Raises the achievement levels for all groups of students in the classroom.[35]

♦ Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.[36]

PART III: FORMS AND LOGS

INTRODUCTION

Part III 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. At a minimum, the evaluator retains copies of the completed *Student Progress Goal Setting Form, Teacher Documentation Log Cover Sheet, Observation Forms, Interim Performance Report, Teacher Reflections Form, Summative Evaluation Form,* and *Performance Improvement Plan* (if needed).

Figure 10: *Items Used as Evidence of Quality Work Performance*

Form	Documentation Completed by	
	Evaluator	*Teacher*
Goal Setting for Student Progress Form	✓	✓
Observation Form	✓	
Documentation Log (and examples of artifacts/evidence)		✓

Student Surveys (optional)
     K-2 Survey
     3-5 Survey
     6-8 Survey
     9-12 Survey
		✓

Student Survey Summary Form (optional)		✓
Interim Performance Report	✓	
Teacher Reflections Form		✓
Summative Evaluation Report	✓	
Performance Improvement Plan (if needed)	✓	

GOAL SETTING PROCESS

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 11 depicts theses steps.

Figure 11: *Student Achievement Goal Setting Process*[37]
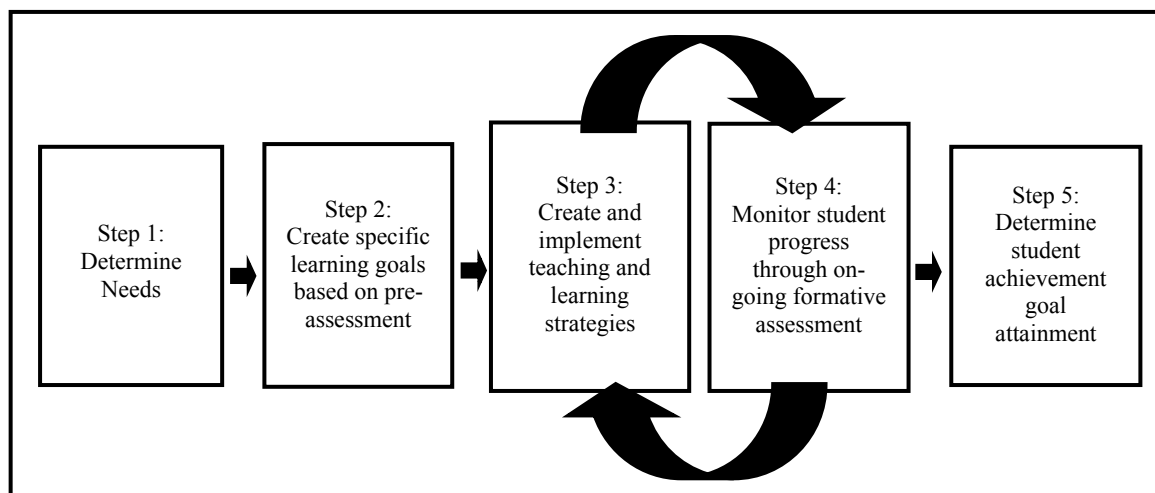
Each teacher, using the results of an initial assessment, sets an annual goal[a] for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Progress Form* 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 student growth over time.

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).

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[a] 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.

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.

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 12) is a useful way to self-assess a goal's feasibility and worth.

Figure 12: *Acronym for Developing Goals*

Specific:	The goal is focused, for example, by content area, by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the teacher's control to effect change.
Realistic:	The goal is feasible for the teacher.
Time limited:	The goal is contained within a single school year.

Figure 13 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Figure 13: *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.

Mid-Year Review of Goal

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

End-of-Year Review of Goal

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

Goal Setting Form Explanation

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

I. *Setting:* Describe the population and special circumstances of the goal setting.

II. *Identify the content area:* The area/topic addressed based on learner achievement, 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 14.

Figure 14: *Examples of Data Sources for Monitoring Student Progress*

- Advanced Placement Tests
- AIMS Web
- Authentic assessments/portfolios/ writing samples/running records
- Benchmark Tests
- Brigance
- Checklist of Skills/Competencies
- Developmental Reading Assessment 2 (DRA2)
- Division Benchmark Tests based on the standards (pre, mid, post)
- Dolch Word recognition
- Fitnessgram
- Grade analysis by nine weeks/ interim reports
- Industry Certifications
- Portfolio of Student Work (i.e. RAMP, product, performance)
- Phonological Awareness Literacy Screening (PALS)
- Pre-/post-testing
- President's Physical Fitness Tests
- Qualitative Reading Inventory (QRI)
- Quizzes
- Reading for Concepts Skills Assessment
- Rigby
- Semester/end-of-course examinations
- Slosson Math
- SMART Music
- Star Math
- Star Reader (reading levels)
- Study Island
- Teacher Assessments
- Virginia Alternate Assessment Program VAAP)
- Virginia Grade Level Alternative (VGLA)
- Virginia Modified Achievement Standards Test (VMAST)
- Virginia Standards of Learning (SOL)
- Virginia Substitute Evaluation Program (VSEP)
- WIDA ACCESS for ELL's
- Wilson
- Writing Prompts

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 15.

Figure 15: *Examples of Strategies to Improve Student Learning*

- Modified teaching/work arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms
- 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.

The *Goal Setting for Student Progress Form* follows.

Goal Setting for Student Progress Form

Teacher's Name: _____

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

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

Initial Goal Submission (due by _____ to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)	
III. Baseline Data (What is shown by the current data?)	☐ *Data attached*
IV. Goal Statement (Describe what you want learners/program to accomplish.)	

V. Means for Attaining Goal (Strategies used to accomplish the goal)

Strategy	Evidence	Target Date

Teacher's Signature _____ *Date _____*

Evaluator's Signature _____ *Date _____*

VI. **Mid-Year Review** *(Describe goal progress and other relevant data.)*	*Mid-year review conducted on_____* *Initials:* _____*(teacher)* _____*(evaluator)*
	☐ *Data attached*

VII. End- of-Year Review *(Describe results as related to the goal)*

☐ **Appropriate Data Received**

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

Evaluator Comments:

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

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

The teacher is: ☐ Probationary
☐ Continuing Contract

Observer's Name

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1. Professional Knowledge

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

- Addresses appropriate curriculum standards and integrates key content elements.
- Facilitates students' use of higher-level thinking skills in instruction
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates accurate and current knowledge of the subject matter.

- Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
- Bases instruction on goals that reflect high expectations for all students.
- Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Comments:

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2. Instructional Planning

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

- Analyzes and uses student learning data to inform planning.
- Plans and adjusts instruction effectively for content mastery, pacing, and transitions.
- Plans for differentiated instruction.

- Aligns and connects lesson objectives to Virginia Standards of Learning, state competencies, and/or the school division's curriculum.
- Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Comments:

---

3. Instructional Delivery

The teacher engages students in learning by using a variety of effective 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 and presents material clearly, and checks for understanding.
- Engages students in higher-order thinking and/or application of performance skills.

Comments:

4. Assessment of and for Student Learning

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

- Uses pre-assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Creates or selects valid and appropriate assessments.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses a variety of formal and informal assessment strategies for instructional planning.

- Gathers, analyzes, and uses data systematically to measure student progress and to inform instructional decision-making.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives frequent constructive feedback to students on their learning and progress toward their learning goals.
- Uses grading practices that report progress toward mastery in relationship to content goals and objectives.

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 while working with students individually, in small groups, and/or whole groups.

Comments:

6. Professionalism

The teacher maintains a commitment to professional ethics and the school's mission, takes responsibility for and participates in professional growth, and maintains effective communication with students, families, colleagues, and community.

- Carries out duties in accordance with established school board policies, regulations, practices, federal and state laws, and ethical guidelines.
- Maintains professional demeanor and behavior. Serves as a role model both in and out of the classroom, teaching by example the shared values of a civilized social order.
- Respects and maintains confidentiality.
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- Participates in ongoing professional growth activities and incorporates learning into instructional practice.
- Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

- Demonstrates consistent proficiency of standard oral and written English in all communication.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Maintains professional boundaries in the teacher-student relationship.
- Collaborates with colleagues and community to reach educational decisions that enhance and promote student learning.
- Demonstrates flexibility in adapting to school change.

Comments:

7. Student Academic Progress

The instructional efforts of the teacher result in reasonable, measurable student progress based on established standards and goals.

- Sets measurable, reasonable, and appropriate achievement goals for student progress.
- Assesses prerequisite knowledge and skills to determine initial level of understanding and content readiness.
- Monitors student progress through the use of formative and summative assessments.

- Identifies and establishes additional means of support to increase achievement levels for all students.
- Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

Comments:

Observer Comments (What went well and what are areas of needed improvement?):

Teacher Comments (What went well and what would you do differently?):

Next Steps (Suggestions for Development/Improvement):

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

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Walk-through/Informal Observation/Visit

Directions: Evaluators use this form to document the informal observations of the teacher. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: _____ Date: _____

Observer: _____ Class/Time: _____

1. Professional Knowledge ▪ Addresses appropriate curriculum standards ▪ Facilitates students' use of higher level thinking skills ▪ Links present content with past and future learning ▪ Demonstrates accurate and current knowledge of the subject matter ▪ Demonstrates pedagogical skills relevant to the subject area(s) taught ▪ Uses best practices based on current research ▪ Bases instruction on goals that reflect high expectations for all students ▪ Uses instruction that is developmentally appropriate	**Specific Examples:**
2. Instructional Planning ▪ Plans time for realistic pacing ▪ Plans for differentiated instruction ▪ Posts learning goals/agenda for lesson ▪ Develops lesson plan/agenda for the day/week's activities	**Specific Examples:**
3. Instructional Delivery ▪ Engages students physically and cognitively ▪ Builds on prior knowledge ▪ Differentiates instruction ▪ Reinforces learning goals ▪ Uses a variety of strategies/resources ▪ Uses instructional technology ▪ Communicates clearly ▪ Checks for understanding	**Specific Examples:**

4. Assessment of and for Student Learning ▪ Involves students in setting learning goals ▪ Uses valid, appropriate assessments for formative/summative purposes ▪ Uses a variety of assessment strategies ▪ Gives constructive feedback	**Specific Examples:**
5. Learning Environment ▪ Arranges the classroom to maximize learning ▪ Provides a safe environment ▪ Establishes clear expectations ▪ Maximizes instruction/minimal disruption ▪ Establishes a climate of trust/teamwork ▪ Promotes cultural sensitivity/respects diversity ▪ Listens and pays attention to students' needs and responses ▪ Maximizes instructional learning time by working with students individually and in groups	**Specific Examples**:
6. Professionalism ▪ Maintains professional demeanor and behavior ▪ Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning ▪ Demonstrates consistent proficiency of standard oral and written English in all communication ▪ Maintains professional boundaries in the teacher-student relationship	**Specific Examples**:
7. Student Academic Progress ▪ Sets student achievement goals ▪ Monitors and documents student progress ▪ Provides evidence of goal attainment	**Specific Examples:**

Observer's Signature: _____

Teacher's Signature: _____

Pre-Observation Conference Record

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____

Pre Conference Date: _____ Observation Date: _____

Post Conference Date: _____ Observer: _____

Inquiries	Notes
1. Describe students' familiarity with the material presented in the lesson. How will prior knowledge be established for those students who require extra background information?	
2. What skills should the students understand by the end of the lesson?	
3. What is the plan of instruction for student learning?	
4. What engagement strategies will you use?	
5. What will students do? Will students work in small groups or independently?	

6. What is your plan of support and/or differentiation strategies for: • learners with special needs (SPED, ESOL, etc)? • learners who are struggling with the content? • learners who require behavior support? • learners who have shown mastery of the content?	
7. How and when will you know whether the students learned the intended outcome?	
8. What will students take away from the lesson that demonstrates knowledge and application of the concept?	
9. Other – any additional areas specific to the teacher or the subject.	

Documentation Log

Directions: This form is used by the Teacher to document the evidence for each performance standard. Some standards may be documented through observation and others require additional evidence. Attach actual examples of evidence.

Teacher: _____ **School Year:** _____ _____

Standards	Examples of Evidence	Evidence Included
1. Professional Knowledge	Can include: • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher • Observations • Summary of plan for integrating instruction	

Standards	Examples of Evidence	Evidence Included

2. Instructional Planning	Can include:
	• Differentiation in lesson planning and practice
	• Analysis of classroom assessment
	• Data driven curriculum revision work
	Examples:
	  - Sample lesson or unit plan
	  - Course syllabus
	  - Intervention plan
	  - Substitute lesson plan
	  - Annotated learning objectives
	  - CTE Competencies
	  - Pacing Guides
	  - IEP's	

Standards	**Examples of Evidence**	**Evidence Included**
3. Instructional Delivery	Can include (but not required): • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units • Student Surveys • Observations • Differentiated lessons • Teacher narrative case study	
4. Assessment of and for Student Learning	Can include: • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Student Portfolio • Observations • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: - Brief report describing your record keeping system and how it is used	

	to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring	
Standards	**Examples of Evidence**	**Evidence Included**
5. Learning Environment	Can include: • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Photos of the classroom and the elements of the classroom • Videos of class • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures	
6. Professionalism	Can include: • Parent Surveys • Progress towards recertification • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports	

7. Student Academic Progress	- Student Achievement Goal Setting Document – Revised at midterm and end of year - Category 1 Assessment Results (page 9 Teacher Evaluation Handbook) - Category 2 Assessment Results (page 9 Teacher Evaluation Handbook)	

Communication Log

Teacher: _____   **School Year:** _____- _____

Date	Person	Purpose	Mode	Notes
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
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			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	

WPS Virginia Teacher License – Recertification WPS Renewal Activity Options

Print Full Name: _____ **School:** _____

- <mark>**NOTE**: A separate form should be submitted for each activity.</mark>
- Verification of the activity must be attached to the renewal activity form.
- **Prior approval** required for all options with the exception of 4 and 5 (publication of an article or book).
- For internal WPS programs, please submit **WPS CERTIFICATES** with this form.

No. 1 College Credit Course #:_____ Course Title:_____ Credit Hours:_____ (semester) Institution:_____ Level: graduate/undergraduate /vocational **(2yr / 4 yr) circle one** Date Completed:_____	**No. 1 College Credit** **Maximum Points: 180** 1 semester hour = 30 points 1 quarter hour = 20 points Verification: Official Transcript *Criteria*: 1) Must be course work (3 semester hr) taken in the content area of the endorsement on the license and/or teaching assignment if license holder does not have a masters degree. 2) Must be earned at a regionally accredited 4-year college/university, two-year college; or must be earned at a vocational education workshop. 3) Must result in a passing grade or "pass" for courses taken on a "pass" or fail basis.
No. 2 Professional Conference Title:_____ Location: _____ Date(s):_____ Circle one: participant / presenter	**No. 2 Professional Conference** **Maximum Points: 45** Point Assignment: 5 points per day, 15 points per presentation Verification: - Conference Program - Letter of invitation, acceptance, & thank you - Employing educational agency approved leave request - Conference participants list - Certificate of attendance/completion *Criteria*: 1) Must be 4 or more hours in length. 2) Must include only time spent in those portions of the conference program that contribute to the participant's professional knowledge, competence, performance, or effectiveness in education. 3) Must have prior approval from the chief executive officer of designee. 4) Must be local, regional, state, national or international in scope.
No. 3 Curriculum Development Activity: _____ Date:_____	**No. 3 Curriculum Development** **Maximum Points: 90** Point Assignment: 1 point per clock hour, Minimum of 5 points. Verification: - Employing educational agency's participation list - Curriculum guide - Committee assignment list *Criteria:* 1) Must be a minimum of 5 hours per activity. The 5 hours do not have to be consecutive. 2) Must have prior approval from the chief executive officer or designee. 3) Must be coordinated by the employing educational agency or other state, national, or international educational agency or organization.
No. 4 Publication of Article Title:_____ Publisher:_____ Date:_____	**No. 4. Publication of Article** **Maximum Points: 90** Point Assignment: 45 points per article Verification: - Copy of the published article - Copy of the final grant report. - Publisher's letter of publication date *Criteria:* 1) Must be published in a professional journal or a publication sanctioned by the employing educational agency. 2) If a grant, it must be approved by the employing educational agency. 3) Must contribute to the effective practice of the educational profession and/or to the body of knowledge of the endorsement area(s).

No. 5   Publication of Book
Title:_____
Publisher:_____
Date:_____

No. 5 Publication of Book   Maximum Points: 90
Point Assignment: 90 points per book
Verification:
- Copy of the published book.
- Copyright for the completed work in the field of theatre, fine
  arts, or music.
- Copyright for instructional program.

Criteria:
1) Must be published for purchase.
2) Must contribute to the educational profession and/or to the body of knowledge of the endorsement area(s).
3) In the case of revision, should represent a substantive change of the original text.

No. 6 Mentorship/Supervision
Person Assisted:_____
Date:_____

No. 5 Mentorship/Supervision   Maximum Points: 90
Verification:
- Participant list from college/university.
- Employing educational agency assignment list.

Criteria:
1) Must assist an undergraduate or graduate intern, pre-service student teacher/beginning teacher, or beginning administrator.
2) Must have prior approval from the chief executive officer or designee.
3) Must be in conjunction with an approved teacher/principal preparation program, undergraduate/graduate degree program, or a clinical faculty/mentor program sponsored by the employing educational agency.

No. 7 Educational Project
Project Title:_____
Date:_____

No.7 Educational Project   Maximum Points: 90
Point Assignment: 1 point per clock/contact hour
Verification:
- Acceptance for exchange program from college/university, or business.
- Written summary/journal of project activities.

Criteria:
1) Must be a minimum of 5 hours per activity. The 5 hours do not have to be consecutive.
2) Must have prior approval from the chief executive officer or designee.
3) Must result in a written report or other tangible product.

No. 8 Professional Development
Activity:_____
Date:_____
Comments:_____
_____
_____
_____

No 8. Professional Development   Maximum Points: 180
Point Assignment: 1 point per clock/contact hour,
                              Minimum of 5 points (per event)
Verification:
- Participant's list from employing educational agency.
- Certificate of completion/attendance.

Criteria:
1) Must be minimum of 5 hours per activity. The 5 hours do no not have to be consecutive.
2) Must have prior approval from the chief executive officer or designee. ((WPS programs must be approved by Department of Instruction prior to program being delivered)

THIS FORM MUST BE SIGNED BY YOUR PRINCIPAL

Approved:_____   Date Granted: _____
                Principal or Designee

Prior Approval Received: _____ YES _____ NO

Please insure that all verification documents are attached to this form.

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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. I learn new things in my class.	☺	😐	☹
4. I know what the rules are in my class.	☺	😐	☹
5. I am able to do the work my teacher gives me.	☺	😐	☹
6. I am happy when I am in class.	☺	😐	☹
*	☺	😐	☹
*	☺	😐	☹

Grade 3-5 Student Survey

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads 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
My teacher listens to me.			
My teacher gives me help when I need it.			
I am able to do the work given to me.			
Students are respectful to each other in my class.			
I feel free to ask and answer questions.			
My teacher helps me understand things when I make mistakes.			
My teacher shows respect to all students.			
My teacher helps me to be organized.			
My teacher allows me to demonstrate my learning in a variety of ways.			
*			
*			

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

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
My teacher gives clear instructions.					
My teacher helps me to be organized.					
The amount of homework in this class is about right.					
My teacher returns my work within a few days.					
My teacher sets high learning standards for the class.					
My teacher allows me to demonstrate my learning in a variety of ways.					
My teacher helps me outside of class time when needed.					
My teacher handles classroom disruptions well.					
My teacher shows respect to all students.					
My teacher is respectful to my culture.					
I feel my teacher values me as a person.					
I feel comfortable sharing my ideas in class.					
*					
*					

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

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
My teacher communicates clearly.					
My teacher is knowledgeable about the subject area he/she teaches.					
The workload in this class is manageable.					
My teacher gives feedback on work and exams in a timely manner.					
I get helpful feedback from my teacher.					
My teacher handles classroom disruptions effectively.					
My teacher allows me to demonstrate my learning in a variety of ways.					
I feel challenged in this class.					
I feel comfortable sharing my ideas in class.					
My teacher helps me outside of class time when needed.					
My teacher shows respect to all students.					
My teacher respects my culture.					
I feel my teacher values me as a person.					
*					
*					

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

Comments:

Student Survey Summary

Teacher's Name: _____   School Year: _____

Grade(s) _____   Subject(s): _____

Survey Version Given: ☐ Grades K-2   ☐ Grades 3-5   ☐ Grades 6-8   ☐ Grades 9-12

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#2 divided by #1)?
    _____%

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e. list appropriate demographic characteristics such as grade level and subject for students).

5. List factors that might have influenced the results (e.g. survey was conducted as the bell rang for dismissal).

6. Analyze survey responses and answer the following questions:

   A) What did students perceive as your major strengths?

   B) What did students perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

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

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Teacher Self Reflections

Directions: Teachers use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard.

Teacher: _____ Date: _____

1. **Professional Knowledge-***The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	**Areas of Strength:** **Strategies for Improving Performance:**
2. **Instructional Planning -** *The teacher plans using the Virginia Standards of Learning, the school's curriculum, state competencies, effective strategies, resources, and data to meet the needs of all students.*	**Areas of Strength:** **Strategies for Improving Performance:**
3. **Instructional Delivery -** *The teacher engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.*	**Areas of Strength:** **Strategies for Improving Performance:**
4. **Assessment of and for Student Learning -***The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely constructive feedback to both students and parents throughout the school year.*	**Areas of Strength:** **Strategies for Improving Performance:**
5. Learning Environment - *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	**Areas of Strength:** **Strategies for Improving Performance:**
6. Professionalism -*The teacher maintains a commitment to professional ethics and the school's mission, takes responsibility for and participates in professional growth, and maintains effective communication with students, families, colleagues, and community.*	**Areas of Strength:** **Strategies for Improving Performance:**
7. Student Academic Progress - *The instructional efforts of the teacher result in reasonable, measurable student progress based on established standards and goals.*	**Areas of Strength:** **Strategies for Improving Performance:**

Teacher's Signature: _____

Teacher Interim Performance Report

Teacher _____   *School Year(s)* _____

Grade/Subject _____   *School* _____

Documentation Reviewed: ☐ Goal Setting Form   ☐ Documentation Log
☐ Observation Form (s)   ☐ Other _____

Directions: Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log review, and other appropriate sources. This report is shared at a meeting with the teacher held within appropriate timelines.

Strengths/Commendations:

Areas Noted for Improvement:

Evaluator Comments:

Teacher Comments:

☐ Recommended for placement on a *Performance Improvement Plan.* (Two or more "Not Evident" ratings)

Teacher's Name _____

Teacher's Signature _____   Date _____

Evaluator's Name _____

Evaluator's Signature _____   Date _____

1. Professional Knowledge

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

- Addresses appropriate curriculum standards and integrates key content elements.
- Facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates accurate and current knowledge of the subject matter.

- Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
- Bases instruction on goals that reflect high expectations for all students.
- Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Comments:

☐ Evident   ☐ Not Evident

2. Instructional Planning

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

- Analyzes and uses student learning data to inform planning.
- Plans and adjusts instruction effectively for content mastery, pacing, and transitions.
- Plans for differentiated instruction.

- Aligns and connects lesson objectives to Virginia Standards of Learning, state competencies, and/or the school division's curriculum.
- Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Comments:

☐ Evident   ☐ Not Evident

3. Instructional Delivery

The teacher engages students in learning by using a variety of effective 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 and presents material clearly, and checks for understanding.
- Engages students in higher-order thinking and/or application of performance skills.

Comments:

☐ Evident   ☐ Not Evident

4. Assessment of and for Student Learning

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

- Uses pre-assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Creates or selects valid and appropriate assessments.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses a variety of formal and informal assessment strategies for instructional planning.

- Gathers, analyzes, and uses data systematically to measure student progress and to inform instructional decision-making.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives frequent constructive feedback to students on their learning and progress toward their learning goals.
- Uses grading practices that report progress toward mastery in relationship to content goals and objectives.

Comments:

☐ Evident   ☐ Not Evident

5. Learning Environment

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

- Arranges 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 while working with students individually, in small groups, and/or whole groups.

Comments:

☐ Evident   ☐ Not Evident

6. Professionalism

The teacher maintains a commitment to professional ethics and the school's mission, takes responsibility for and participates in professional growth, and maintains effective communication with students, families, colleagues, and community.

- Carries out duties in accordance with established school board policies, regulations, practices, federal and state laws, and ethical guidelines.
- Maintains professional demeanor and behavior. Serves as a role model both in and out of the classroom, teaching by example the shared values of a civilized social order.
- Respects and maintains confidentiality.
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- Participates in ongoing professional growth activities and incorporates learning into instructional practice.
- Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

- Demonstrates consistent proficiency of standard oral and written English in all communication.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Maintains professional boundaries in the teacher-student relationship.
- Collaborates with colleagues and community to reach educational decisions that enhance and promote student learning.
- Demonstrates flexibility in adapting to school change.

Comments:

☐ Evident   ☐ Not Evident

7. Student Academic Progress

The instructional efforts of the teacher result in reasonable, measurable student progress based on established standards and goals.

- Sets measurable, reasonable, and appropriate achievement goals for student progress.
- Assesses prerequisite knowledge and skills to determine initial level of understanding and content readiness.
- Monitors student progress through the use of formative and summative assessments.

- Identifies and establishes additional means of support to increase achievement levels for all students.
- Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

Comments:

☐ Evident   ☐ Not Evident

#
#

Teacher Summative Performance Report

Teacher: _____   **School:** _____

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

Contract Status: _____

Documentation Reviewed: ☐ 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.

Performance Standard 1: Professional Knowledge

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

Comments:

Performance Standard 2: Instructional Planning

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

Comments:

Performance Standard 3: Instructional Delivery

Exemplary* In addition to meeting the standard…	Proficient Proficient is the expected level of performance.	Developing/Needs Improvement	Unacceptable
The teacher optimizes and extends students' opportunities to learn.	**The teacher engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.**	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' individual learning needs.
☐	☐	☐ Developing ☐ Needs Improvement	☐

Comments:

Performance Standard 4: Assessment of and for Student Learning

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

Performance Standard 5: Learning Environment

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

Performance Standard 6: Professionalism

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The teacher continually engages in high level personal/professional growth and application of skills; contributes to the development of others and the well-being of the school; and communicates frequently and clearly with students, colleagues and families in a variety of ways.	**The teacher maintains a commitment to professional ethics and the school's mission, takes responsibility for and participates in professional growth, and maintains effective communication with students, families, colleagues, and community.**	The teacher inconsistently practices professional ethics and support of the school's mission, seldom participates in professional growth opportunities, or inconsistently communicates with students, families, colleagues, and community.	The teacher shows a disregard toward professional ethics or the school's mission, rarely takes advantage of professional growth opportunities, or repeatedly demonstrates inadequate or detrimental communication with students, families, colleagues, and community.
☐	☐	☐ Developing ☐ Needs Improvement	☐

Comments:

Performance Standard 7: Student Academic Progress

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The instructional efforts of the teacher result in a high level of student progress with all populations of learners.	**The instructional efforts of the teacher result in reasonable, measurable student progress based on established standards and goals**.	The instructional efforts of the teacher result in some student progress, but more progress is often needed to meet established standards, school division goals, or school goals.	The instructional efforts of the teacher do not result in reasonable student progress.
☐	☐	☐ Developing ☐ Needs Improvement	☐

Comments:

Summative Rating

The summative rating is calculated by applying the respective weighting for the performance standard to the points earned on each of the seven standards for a point total.

Standard	Exemplary (4)	Proficient (3)	Developing/Needs Improvement (2)	Unacceptable (1)	Points Awarded
Standard 1 *Weighted 10%*	4	3	2	1	
Standard 2 *Weighted 10%*	4	3	2	1	
Standard 3 *Weighted 10%*	4	3	2	1	
Standard 4 *Weighted 10%*	4	3	2	1	
Standard 5 *Weighted 10%*	4	3	2	1	
Standard 6 *Weighted 10%*	4	3	2	1	
Standard 7 *Weighted 40%*	16	12	8	4	
Cumulative Summary Rating				**Total Points**	

The summative point total results in an overall rating as follows:

Total Points	Overall Rating
35-40	☐ Exemplary
26-34	☐ Proficient
20-25	☐ Developing/Needs Improvement
10-19	☐ Not Proficient

Regardless of the overall total points earned:

1. If the employee has an "unacceptable" rating on two or more of the seven performance standards, the individual will receive an overall performance rating of "not proficient."

2. If the employee has three or more "developing/needs improvement" ratings from among the seven performance standards, the individual will be rated as "not proficient."

Evaluation Summary

☐ Recommended for continued employment.

☐ Recommended for placement on a *Performance Improvement Plan*. (Two or more standards are Unacceptable, or three 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 Comments:

<table>
<tr><td colspan="2" align="center">Overall Evaluation Summary Criteria</td></tr>
<tr><td>Total Points</td><td>Overall Rating</td></tr>
<tr><td>35-40</td><td>☐ Exemplary</td></tr>
<tr><td>26-34</td><td>☐ Proficient</td></tr>
<tr><td>20-25</td><td>☐ Developing/Needs Improvement</td></tr>
<tr><td>10-19</td><td>☐ Not Proficient</td></tr>
</table>

_____   _____
Employee's Signature/Date   *Administrator's Signature/Date*

Performance Improvement Plan

Teacher: _____ **School:** _____

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

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

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

Results of Performance Improvement Plan[1]:

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates[2]

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.

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[1] These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.
[2] 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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