Arlington Public Schools

Teacher Evaluation Handbook

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ACKNOWLEDGMENTS

Arlington Public Schools (APS) acknowledge staff who participates each year on the Teacher Evaluation Advisory Committee.

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

This evaluation handbook reflects mandates adopted by the Virginia Department of Education (VDOE), reflected in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers* approved April 28, 2011. These mandates necessitated revisions to the Arlington Public Schools (APS) Teacher Evaluation System.

The Arlington Public Schools *Teacher Evaluation System* (in this handbook "teacher" refers to all T-Scale employees) 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, thus allowing for creativity and individual initiative. The goal is to support the continuous improvement and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

APS MISSION
APS instills a love of learning in its students and prepares them to be responsible and productive global citizens.

APS VISION
APS is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with parents/guardians and the community.

Teacher Evaluation Vision
APS will provide every student with highly effective educators who have the necessary skills to positively impact student learning and growth and collaborate with colleagues to further enhance educational opportunities.

Teacher Evaluation Mission
The APS teacher evaluation system supports and maintains high quality educators resulting in student learning and growth by:
- establishing an environment of trust, collegiality, and collaboration;
- providing ongoing and meaningful feedback; and
- supporting teachers as they reflect on provided feedback and make connections for further professional learning and improved student or program achievement.

Purposes

The primary purposes of the Teacher Evaluation System are to:

- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of APS,
- provide a basis for instructional improvement through productive T-Scale 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 the Teacher Evaluation System are:

- a focus on the relationship between professional performance and improved learner growth,
- 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
- identifying assistance when needed.

Overview of the APS Teacher Evaluation Process

The APS Teacher Evaluation System has set requirements for all teachers. Figure 1 graphically provides an overview of the system.

As a part of the evaluation system all teachers will:

- set student or learner/program progress SMART (specific, measurable, appropriate, realistic, and time limited) goals at the beginning of each school year. The results of the SMART goals are submitted and reflected on annually. This addresses the VDOE requirement for student academic progress to be included as 40% of a teacher's evaluation.
- reflect on the commentary provided by the evaluator through the documented announced and unannounced observations.
    - Probationary teachers are required to have three documented observations a year.
    - Continuing contract teachers will have an observation in year 3 of the 3-year cycle (see figure 3) as a part of the evaluation process.
    - Part-time teachers will have one observation each year.
- keep a documentation log in which they will submit one piece of evidence per standard per evaluation cycle (see figure 3), including lesson plans as required.
- summarize professional activities.
- participate in a mid-year review.
- receive a summative evaluation at the end of the cycle (see figure 3).
    - Probationary and part-time teachers' cycle is one year.
    - Continuing contract teachers' cycle is three years.

Continuing contract teachers will receive an interim evaluation in years 1 and 2 of the 3-year evaluation cycle.

Figure 1 APS Teacher Summative Evaluation Overview
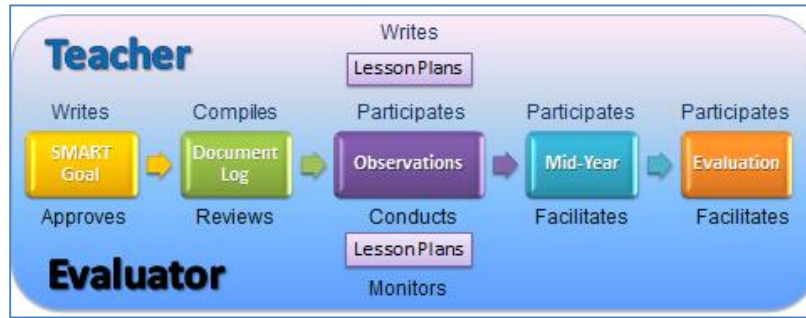
Figure 2 APS Teacher Interim Evaluation Overview

A teacher may view the number of T-Scale years completed in the **Self-Service** feature of STARS. If a teacher has questions about contract status, contact Human Resources.

Cycles of Teacher Evaluation

Figure 3 includes the details of the Teacher Evaluation Cycles determined by the year of T-Scale service with APS. Staff can verify years of T-Scale service completed with APS in the Human Resources management system. For example, a teacher in year 4 of APS T-Scale service is in year 1 of the 3-year continuing contract cycle. Teachers will move into the cycle based on their years of service. For example, a teacher in the 11th year of service will move into the new process in year 2 of the cycle, then in the following year complete year 3- of the cycle with only two years of evidence. If a teacher has questions about contract status, contact Human Resources or verify on the yearly assignment letter.

Figure 3 Cycles of Teacher Evaluation

Current Year of APS T-Scale Service	Full-Time Teacher		Part-Time Teacher
	Three Years Probation^	One Year Probation^	
1	Probationary cycle (Summative Evaluation)	Probationary cycle (Summative Evaluation)	Probationary cycle *One observation* (Summative Evaluation)
2	Probationary cycle (Summative Evaluation)	Year 1 of 2-year cycle (Interim Evaluation)	
3	Probationary cycle (Summative Evaluation)	Year 2 of 2-year cycle=observation (Summative Evaluation)	
4	Year 1 of continuing contract cycle (Interim Evaluation)		
5	Year 2 of continuing contract cycle (Interim Evaluation)		
6	Year 3 of continuing contract cycle=observation (Summative Evaluation)		
7	Year 1 of continuing contract cycle (Interim Evaluation)		
8	Year 2 of continuing contract cycle (Interim Evaluation)		
9	Year 3 of continuing contract cycle=observation (Summative Evaluation)		
10	Year 1 of continuing contract cycle (Interim Evaluation)		
11	Year 2 of continuing contract cycle (Interim Evaluation)		
12	Year 3 of continuing contract cycle=observation (Summative Evaluation)		
13	Year 1 of continuing contract cycle (Interim Evaluation)		
14	Year 2 of continuing contract cycle (Interim Evaluation)		
15	Year 3 of continuing contract cycle=observation (Summative Evaluation)		
16	Year 1 of continuing contract cycle (Interim Evaluation)		
17	Year 2 of continuing contract cycle (Interim Evaluation)		
18	Year 3 of continuing contract cycle=observation (Summative Evaluation)		
19	Year 1 of continuing contract cycle (Interim Evaluation)		
20	Year 2 of continuing contract cycle(Interim Evaluation)		
21	Year 3 of continuing contract cycle=observation (Summative Evaluation)		
22	Year 1 of continuing contract cycle (Interim Evaluation)		
23	Year 2 of continuing contract cycle (Interim Evaluation)		
24	Year 3 of continuing contract cycle=observation (Summative Evaluation)		

Human Resources Processes

The term *site administrator* will be used for principals or administrators who oversee the building or site.   A site administrator may designate an administrator to collect information on employee job performance. In that case, the site administrator remains informed of the assessment process and agrees with and supports the summative evaluation of the teacher. The term *evaluator* is used throughout this document to describe those that are assigned as evaluators of teachers, for example: administrators, principals, assistant principals, supervisors, directors of counseling and directors of student activities.

When teachers work at more than one location, the site administrators, with assistance of Human Resources if needed, will determine who the primary evaluator is.

This handbook describes the evaluation process for teachers as well as educational specialists. Examples of T-Scale educational specialists include:
1. Central Office Specialists
2. Counselors
3. Librarians
4. Physical, Occupational, and Speech Therapists
5. School Psychologists
6. Social Workers

T-SCALE PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the Teacher Evaluation System. An evaluation system provides details so that both teachers and evaluators (i.e., site administrator or designee) reasonably understand the performance expectations.

The expectations for professional performance are defined using a two-tiered approach including performance standards and performance indicators.

Performance Standards

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

Teacher Performance Standards	Educational Specialist Performance Standards
1: **Professional Knowledge** The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1: **Knowledge of the Learning Community** The educational specialist identifies and addresses the needs of the targeted learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.
2: **Instructional Planning** The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.	2: **Program Planning and Management** The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.
3: **Instructional Delivery** The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3: **Program Services** The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.
4: **Assessment of and for Student Learning** The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents/guardians throughout the school year.	4: **Assessment** The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff.
5: **Learning Environment** The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	5: **Communication and Collaboration** The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being.
6: **Professionalism** The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. Teachers collaborate with peers and exhibit professionalism in working with students, parents/guardians, and colleagues.	6: **Professionalism** The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth. Educational specialists collaborate with peers and exhibit professionalism in working with students, parents/guardians, and colleagues.
7: **Student Academic Progress** The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	7: **Learner/Program Progress** The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.

Performance Indicators

Performance indicators have been developed (see Part II) to provide examples of observable, tangible behaviors. These indicators are *examples* of the types of performance that will occur if a standard is being successfully met. *The list of performance indicators is not limited and all teachers are not expected to demonstrate each performance indicator.* Teachers will be rated at each standard as well as receive an overall rating.

Both teachers and evaluators may consult the sample performance indicators for clarification of what constitutes a specific performance standard. For example, performance indicators for the Instructional Delivery/Program Services standard are listed in Figure **4**4 below.

Figure 4 Sample of Performance Standard and Indicators

PERFORMANCE STANDARD NAME

PERFORMANCE STANDARD

PERFORMANCE INDICATORS

Performance Standard 3: Instructional Delivery/Program Planning and Management	
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.
Examples of teacher work conducted in the performance of the standard may include, but are not limited to: • 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 the lesson. • Uses a variety of effective instructional strategies and resources. • Uses instructional technology to enhance student learning. • Communicates clearly and checks for understanding.	*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:* • Engages and maintains learners/program in active learning/participation. • Presents information and services using varied strategies to meet learner needs and diversity. • Uses technology, materials, and other resources as appropriate to deliver services and programs. • Communicates clearly and checks for understanding.

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 given at the performance standard level, not at the indicator level* (see Part II)*.* The professional judgment of the evaluator in determining at which level the preponderance of evidence falls plays an important role in measuring the teacher's level of performance.

DOCUMENTING PERFORMANCE

A performance evaluation system includes multiple data sources.
The data sources briefly described in
Figure 55 below provide feedback on teacher performance.

Figure 5 Data Sources for Teachers

Data Source	Definition
Documentation Log	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards. Teachers, each evaluation cycle (see figure 3), select one artifact per standard. One artifact may cover multiple standards.
SMART Goal Setting for Student Progress /Learner or Program 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. Teachers set goals for improving Student or Learner/Program Progress based on the results of performance measures and other available data sources. The goals and their attainment constitute a data source for evaluation. Teachers each year identify a SMART goal for student or learner/program progress.
Summary of Professional Activities	Each evaluation cycle (see figure 3) teachers summarize Professional Activities for the Documentation Log on this form to include: College Course(s), Equivalency Courses, APS Professional Learning Activities, Conferences or Workshops Attended, Professional Committees, Honors/Awards and Student Related Activities.
Observations	Observations provide key information on several of the specific standards. Teachers may be observed at any time. Lesson plans provide evidence of knowledge and planning and need to be available to an evaluator at any time. Probationary teachers will be observed at least three times per year. Part-time teachers will be observed once every year. Teachers employed under a continuing contract will be observed at least once every three years as part of the evaluation process. Additional observations for any staff member will be at the building administrator's discretion.

Documentation Log

The purpose of the teacher *Documentation Log* (see Part III) is to provide evidence of performance related to specific standards. *Each teacher is required to have one piece of evidence for each standard, each evaluation cycle* (see figure 3). One piece of evidence may cover multiple standards. These documents provide administrators with information they likely would not receive in an observation. Specifically, the *Documentation Log* provides teachers with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The *Documentation Log* also provides a place for the teacher to include student feedback. Figure 6 provides examples of ways teachers can gather student feedback for the evaluation process.

The emphasis of the *Documentation Log* is on the quality of work, not the quantity of materials presented.

Figure 6 Student Feedback

> Examples of ways to receive feedback from students may include, but are not limited to:
> - exit tickets given after a lesson, soliciting student ratings and asking students for further questions they may have regarding the material;
> - journals that include a reflection question on the lesson;
> - writing prompts – students may write about an instructional topic and provide feedback on strategies that helped them learn; and
> - questions at the end of the lesson, possibly using "clickers" that would provide graphs to measure self-assessment.
> - Students' responses to instruction

A cover sheet for items to include is presented in Part III. The cover sheet should be placed at the front of the required documents.

Evaluators review the *Documentation Log* as a part of the evaluation cycle (see figure 3).

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

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of teacher evaluation system prior to the summative evaluation,

- is a collection of artifacts that result from regular classroom instruction,

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

- must include the required documentation listed on the cover sheet,

- is a work in progress; it is to be updated regularly throughout the evaluation period,

- should be available for review at the evaluator's request,

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

- remains in teacher's possession with a copy of the documentation log cover sheet and evidence provided to the administrator.

Figure 7 shows examples of items that may be included in the *Documentation Log*. This is not a definitive list.

Figure 7 Sample Items in a Documentation Log

Standard Number	Teacher Type	Standard	Examples of Artifacts Teachers select one artifact per standard each year. The following are a list of example items but teachers may choose to use items not included in this list.
1	Teacher	Professional Knowledge	• Lesson/intervention plan • Samples of innovative approaches developed by teacher
	Educational Specialist	Knowledge of the Learning Community	• Lesson/intervention plan • Samples of innovative approaches developed by educational specialist
2	Teacher	Instructional Planning	• Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work • Lesson or unit plan • Intervention plan
	Educational Specialist	Program Planning and Management	• Differentiation in lesson planning and practice • Analysis of classroom/program assessment • Data driven curriculum revision work • Lesson or unit plan • Intervention plan
3	Teacher	Instructional Delivery	• Annotated photographs of class activities* • Handouts or sample work • Video/audio samples of instructional units
	Educational Specialist	Program Services	Educational specialist-specific resources based on the needs of the community. • Reading Specialist: List of interventions • Librarian: Age of the library collection • Social Worker: Record of home visits • Instructional Coach: Record of interventions throughout school

Standard Number	Teacher Type	Standard	Examples of Artifacts Teachers select one artifact per standard each year. The following are a list of example items but teachers may choose to use items not included in this list.
4	Teacher	Assessment of and for Student Learning	• Evidence of the use of baseline and periodic assessments • Student feedback • Graphs or tables of student assessment results • Copy of scoring rubrics • Copy of disaggregated analysis of student achievement scores on standardized test
	Educational Specialist	Assessment	• Evidence of the use of baseline and periodic assessments • Learner feedback • Graphs or tables of student results • Copy of scoring rubrics • Copy of disaggregated analysis of student achievement scores on standardized test
5	Teacher	Learning Environment	• List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Description of a culturally responsive environment • Photos of room set-up and bulletin boards
	Educational Specialist	Communication and Collaboration	• Examples of collaborative work with peers • Evidence of communication with learners, parents/guardians, colleagues, and community
6	Teacher	Professionalism	Summary of Professional Activities Form (REQUIRED)
	Educational Specialist		
7	Teacher	Student Academic Progress	Teacher selects one item in addition to the required SMART Goal Setting Form • Progress monitoring data charts • Evidence of using data to develop interim learning targets • Documenting of each student's progress throughout the year
	Educational Specialist	Learner/ Program Progress	

*Contingent of FERPA photo policy and opt out forms.

Student or Learner Progress or Program Progress

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* require that student learning account for 40 percent of a teacher's evaluation. As a result, Standard 7 will be weighted as 40% of the evaluation and each of the other 6 standards will each be weighted as 10% of the evaluation

APS *Assessment Inventory* identifies measures for educators to select from in specifying multiple growth measures in the evaluation. Quantitative measures of growth, identified in the Inventory, are the first data considered when determining student growth measures.

Goal Setting for Student/Learner or Program Progress

APS uses SMART Goal Setting for Student Progress to measure student progress. Evaluators need to ensure the goals are valid and rigorous.

One approach to linking student/learner progress to teacher performance involves building the capacity for teachers and their evaluators to interpret and use student/learner progress or program data to set target goals for student/learner/program improvement. Setting goals based squarely on student/learner/program performance is one way to enhance professional performance and, in turn, positively impact student/learner progress/achievement. *SMART Goal Setting* is designed to improve student learning.

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

The Intent of SMART Goal Setting

Teachers have a definite and powerful impact on student learning, academic performance, and program progress. The purposes of goal setting include focusing attention on students/learners and on instructional/program 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 SMART 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.

SMART Goal Setting Process

Note: Classroom based teachers will be expected to set student progress goals and educational specialists will be expected to set learner or program progress goals. The information here is designed to depict the overall process for both of these types of goals.

Student/learner or program progress goal-setting involves several steps, beginning with knowing where students or learners are in relation to what is expected of them or where a program is in relation to where it needs to go. Then, teachers can set specific, measurable goals based on both the demands of the curriculum/program and the needs of the students/learners. 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 their strategies. Finally, a summative assessment is made regarding student learning or learner/program progress for a specific period of time. Figure 8 depicts these steps.

Figure 8 SMART Goal Setting Process
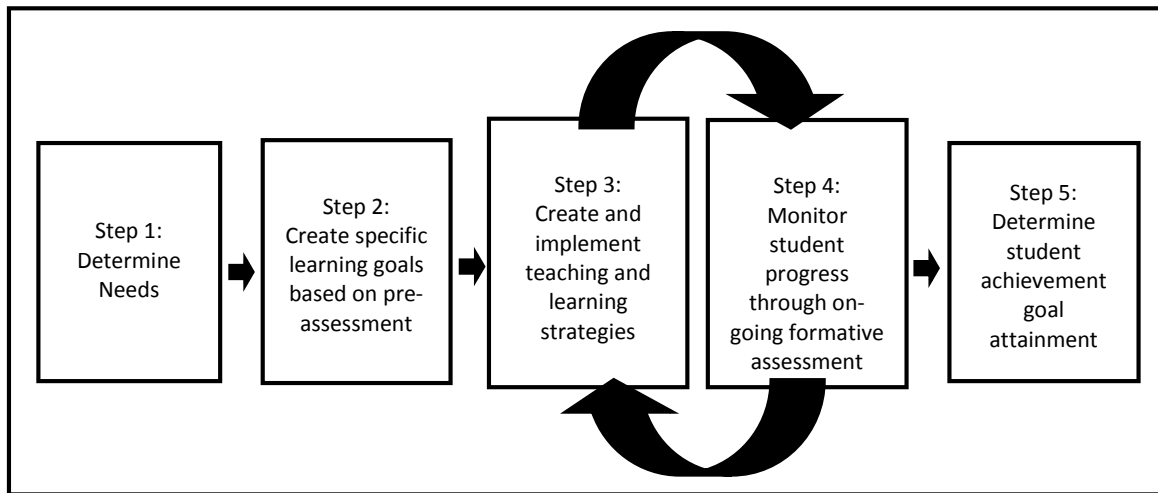
Each teacher, using the results of an initial assessment, sets an annual goal for improving student/learner or program progress.

Figure 99 outlines three types of goals that a teacher may consider based on their baseline data. 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 or program. The SMART *Goal Setting Form* is used for developing and assessing the annual goal. SMART student/learner progress goals measure where the students/learners are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student/learner growth over time. SMART program progress goals measure where the program is at the beginning of the year, where it is at mid-year, where it is at the end of the year, and program growth over time. Where possible teachers should select a target group larger than 10 to ensure that the effectiveness of their SMART goal is able to be accurately measured. In situations where the teacher cannot select a target group larger than 10, the evaluator will need to use their discretion when determining to what level the SMART goal has been met.

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

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

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

Teachers may determine SMART goals as a team, but the goal must be specific to the needs of the learners. As a part of the process the teacher will reflect on whether the goal was achieved. The evaluator will weigh the reflection as a part of the SMART goal review process.

Figure 9 Choosing the right goal based on baseline data

Three Types of SMART Goals
See additional examples of goals on the [professional learning website](#).

Whole Group Goals

- Data suggest that students come with relatively similar readiness levels for the content being taught.
- For outliers (exceptionally low or exceptionally high performing students), individual goals may be developed.
- EX: During the course of this school year, 100 percent of students will improve their pre-assessment score by 65% points on the post assessment.

Tiered Goals

- Data suggest that students come with very different readiness levels for the content being taught.
- For outliers (exceptionally low or exceptionally high performing students), individual goals may be developed.
- EX: During the course of this school year, 100 percent of students will make measureable progress and improve their scores as follows:
    o Students scoring between 0-30 on the pre-assessment will improve their scores by 40% points on the post-assessment.
    o Students scoring between 31-50 percent on the pre-assessment will improve their scores by 35% points in the post-assessment.
    o Students scoring between 51-70 percent on the pre-assessment will improve their scores by 30% points on the post-assessment.

Individual Goals

- Used for smaller groups of students with a variety of readiness level and background knowledge.
- Acceptable amounts of progress are often dependent on students' historical academic performances.
- Ex: For this school year, all my students will make measureable progress as measured by the online reading assessment. Based on their IEPs, their goals are as follows:

Student	Grade	Current Level	Goal Level
Student 1	K	Pre-K.1	K.6
Student 2	K	Pre-K.2	1.0
Student 3	1	Pre-K.5	K.5
Student 4	2	K.2	1.7
Student 5	2	K.4	2.0
Student 6	3	1.3	2.8

Developing Goals

Goals are developed early in the first six weeks of the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 10) is a useful way to self-assess a goal's feasibility and worth.

Figure 10 Acronym for SMART Developing Goals

Specific: The goal is focused, e.g. by content area or 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, but Rigorous: The goal is challenging, yet feasible for the teacher.

Time limited: The goal is contained within a single school year.

Figure 111 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written. **In addition, more sample APS SMART Goals are available on the APS web page.**

Figure 11 Sample Goals

1. First Grade Sample Goal:
   For the current school year, all of my grade 1 students will make measureable growth on the Phonological Awareness Literacy Screening (PALS) by increasing their scores on the word list and spelling subtest by 5 points. 90% of my students will meet the spring benchmark (35).

2. Grade 6 Mathematics Sample Goal:
   By the end of Quarter 3, the percentage of correctly answered items by English Language Learners for each topic will increase 40 % points or more.

3. Middle School Self-Contained Special Education Sample Goal:
   By the end of the year, all students will increase their post-test-Lexile score at least 70 points over their pre-test score.

4. Elementary Library/Media Educational Specialist Sample Goal:
   During the school year, map and globe resources in the collection will be reviewed for appropriateness, relevancy, and accuracy. By withdrawing and adding new titles, the average age of this section of the collection will be improved by at least one year.

5. School Social Worker Sample Goal:
   By the end of the first semester 2012-13, given direct parental intervention by the school social worker, children from the identified families will improve attendance by 20%.

A list of completed SMART goal forms by subject and level are available on the APS website at http://arlington.k12.va.us/Page/22011

Submission of the SMART Goal Setting 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 final goals to their evaluator within the first six weeks of school.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. It is the evaluator'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 evaluator, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. As part of the review, the teacher and evaluator may discuss possible areas of focus for the next year's goal.

Determining Effectiveness of the SMART Goal(s)*

One method for determining the success of SMART goal(s) is to use the following criteria:

High Growth	Medium Growth	Low Growth	
Highly Effective	Effective	Developing or Needs Improvement	Ineffective
90% or more of the target group met goal.	80% or more of the target group met goal.	50% or more of the target group met goal.	Less than 50% of the target group met goal.

While SMART goal(s) are an important piece of evidence for Standard 7, the Evaluator should use their professional judgment when rating Standard 7 after reviewing the SMART goal(s) and other available sources of data to include the teacher self-reported evidence provided in the documentation log.

In a Summative year for continuing contract teachers, the Interim Evaluation ratings for Standard 7, evident or not evident, are considered, as well as the rating of the SMART goal for year 3, to determine the summative rating for Standard 7.

Goal Setting Form Explanation

The following describes the sections of the SMART *Goal Setting 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/learner/program progress can be found in Figure 12.

IV. *Write SMART goal:* 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:* Instructional 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 13.

VI. *Mid-year review:* The accomplishments of the learners 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 learning strategies.

VII. *End-of-year data results:* The accomplishments of the learners are reviewed at the end of the year.

The SMART *Goal Setting Form* can be found in Section III of the Handbook.

Figure 12 Examples of Data Sources for Monitoring Progress

Criterion- and Norm-Referenced Tests
- Advanced Placement Tests
- Virginia Standards of Learning (SOL)
- Reading Inventory
- Phonological Awareness Literacy Screening (PALS)
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Virginia Alternate Assessment Program (VAAP)
- Virginia Grade Level Alternative (VGLA)
- Virginia Substitute Evaluation Program (VSEP)

Benchmark Tests
- County Benchmark Tests based on the standards
- CTE Competencies
- President's Physical Fitness Tests

Teacher Assessments
- Quizzes
- Tests
- Authentic assessments/portfolios/ writing samples/running records
- Grade analysis by nine weeks/ interim reports
- Semester/end-of-course examinations
- Pre-/post-testing

Educational Specialist Data Sources
- Evidence of success with learner outcome measures (e.g. college admittance rates, learner scholarship acquisition, dual enrollment credits acquired)
- Learner-related outcome measures (e.g. learner attendance reports, learner behavior records)
- Program related outcome measures (e.g. summer outreach, participation rate in industry-related learner internships)
- Individualized Education Plan (IEP) data

Figure 13 Examples of Strategies to Improve Student Learning

- Use of instructional strategies (e.g., differentiation, interactive planning) identified from the *APS Instructional Approaches* document
- Implementation of strategies learned in workshops, conferences, and coursework
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms with reflection
- Focused classroom observation
- Development and use of curricular supplements
- Co-teaching; collaborative teaching with feedback

Professional Activities Summary

Professional activities provide evidence of teacher performance in several standards. Each evaluation cycle (see figure 3) teachers summarize Professional Activities for the Documentation Log on this form to include:

- College Course(s) –Acceptable coursework offers content that provides new information and is offered on-campus, off campus, or through extension by a regionally accredited two-year or four-year college or university. Courses must be taken for credit, and the teacher must earn a passing grade or a "pass" in courses taken on a "pass" or "fail" basis.
- Professional Conference(s) –A professional conference is defined as any formal meeting, workshop, institute, or seminar of four or more hours which addresses educational concerns through objectives such as upgrading skills and knowledge, providing information, and/or providing motivating activities for educators or students.
- Curriculum Development –A group activity in which the teacher contributes to the improvement of the curriculum of a school, a school division, or an educational institution.
- Publication of an Article –The written narrative, article, or report should contribute to the effective practice of the profession and/or to the body of knowledge of the profession. Grant reports that present the results of educational research are acceptable within this option, provided the teacher had an active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation.
- Publication of a Book –Books placed on this form should focus on concepts that augment new theories or practices applicable to the teaching profession. A book whose content increases the body of knowledge of literature, history, science, or other content area may also be relevant in this option.
- Mentorship/Supervision –A process by which an experienced professional provides assistance to one or more persons for the purpose of improving performance. Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, development of plans, and informal contact. Includes the supervision of field experiences of pre-service student teachers or interns in approved preparation programs as well as mentor programs designed as part of the induction process for beginning teachers.
- Educational Project –Includes a broad range of programs such as: participation in a professional exchange program; participation in an alternative work-experience program in which the teacher fulfills new

professional responsibilities for a specified period of time; program of independent study (given that it is related to education, produces a report or tangible product, and the teacher evaluates the study and its product); teaching a course for a college/university; and other activities for school improvement

- Professional Development Activity –Activities designed to enhance professional performance and enhance the goals of APS
- Professional Committees –School/district committees or relevant committees related to educational responsibilities.
- Honors or Awards
- Student-Related Activities –Activities such as club sponsorships, coaching, or other student activities outside the job expectations of the employee.
- Leadership Roles not included in the above –if you have a leadership activity that does not fit into the above categories you can include it in this section.

This form can also be used by the teacher to track activities for licensure renewal. Activities placed on the form should not be a routine employment responsibility. For additional information on activities that are acceptable for licensure renewal see the licensure renewal manual at: http://www.doe.virginia.gov/teaching/licensure/licensure_renewal_manual.pdf

Observations

Observations are a required data source for teacher evaluation.

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 may or may not be noted in writing, and serve as a source of information.

Observations can be conducted in a variety of settings and take on a variety of forms, from quick drop-by classroom visits to more detailed, pre-planned observational reviews using forms for documenting observations. Furthermore, observations may be announced or unannounced. Evaluators are encouraged to conduct observations by watching instruction and non-instructional routines at various times throughout the evaluation cycle (see figure 3). Evaluators can use data from observations to determine whether a teacher is meeting expectations for performance standards. Figure 14 summarizes the observation types for probationary and continuing contract teachers.

Unannounced Observations
Unannounced observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole.

Unannounced observations might range from observing instruction for a short duration to observing for an extended amount of time, which may include completion of the observation form and a post conference. Unannounced observations might also include observing work in non-classroom settings at various times throughout the school year.

Announced Observations

In *announced observations,* the evaluator conducts a structured, planned observation typically of a teacher who is presenting a lesson to or interacting with students or learners. Announced observations include a post-conference. If possible, the conference should be scheduled within three working days following the observation. A pre-conference may be conducted. After each announced observation, one copy of the observation form will be given to the teacher within five working days of the observation and one copy will be maintained by the evaluator. This time period may be adjusted based upon leave status or other circumstances relevant to a particular teacher or administrator.

Number of Observations

Probationary teachers will be observed at least three times per year. As a part of the evaluation process, teachers employed under a continuing contract will be observed at least once every three years. Part-time teachers will be observed once every year. Additional observations for any staff member will be at the evaluator's discretion.

Figure 14 Observation Types and Requirements

Observation Type	Description
Unannounced	- May be documented in writing - Serves as a source of information - May include feedback - Teacher is not aware of the evaluator coming to observe
Announced	- May include a pre-conference - Teacher is provided with written feedback within 5 working days of the observation - Includes a post-conference that is scheduled within 3 working days of the observation - Teacher is told that the evaluator will be present.

Note: The observations outlined as part of the teacher evaluation system are not the same as instructional walkthroughs.

Plans

Written plans (e.g. lesson plans or workshop agendas/outlines) provide evidence of knowledge and planning and need to be available for an evaluator at any time. For an announced observation, the teacher needs to provide the plan to the evaluator before the visit to the classroom.

The *APS Guide to Key Elements of a Lesson Plan* and *Observation* form can be found in Section III of the Handbook. Other forms of communication are at the discretion of the evaluator.

Alignment of Performance Standards with Data Sources

Some performance standards are best addressed through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student/Learner or Program Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 15 shows the alignment of performance standard by data source.

Figure 15 Aligning Multiple Data Sources with Performance Standards

Performance Standard	Data Source				
	Documentation Log	SMART Goal Setting for student/learner or program progress	Summary of Professional Activities	Observations	Evaluator Discretion/ Informal Data Sources
1. Professional Knowledge/Knowledge of the Learning Community	✓	✓	✓	✓	✓
2. Instructional Planning/Program Planning and Management	✓	✓		✓	✓
3. Instructional Delivery/Program Services	✓	✓		✓	✓
4. Assessment of and for Student Learning/Assessment	✓	✓		✓	✓
5. Learning Environment/Communication and Collaboration	✓			✓	✓
6. Professionalism	✓		✓	✓	✓
7. Student Academic Progress/Learner or Program Progress	✓	✓			✓

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle. 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 *Summative Evaluation Form*, Part III). Further details on the rating process are provided in subsequent sections of the *APS Teacher Evaluation Handbook.*

RATING TEACHER PERFORMANCE

As a part of the evaluation process, teachers receive an evaluation each year. Figure 3 clarifies the evaluation cycle.

The procedure for evaluating the teacher performance relies on multiple data sources, including, but not limited to SMART goal setting. Ratings must be based on multiple data sources. Teachers are evaluated each year. Figure 17 identifies the schedule of events in the cycle.

Evaluation Cycle

Probationary Teachers
Most probationary teachers are evaluated summatively during each of their first three years in the school division with a Summative Evaluation at the end of each of those years. An APS teacher that achieved continuing contract in another Virginia district typically completes one year of probation, and a 2-year cycle with year two being an interim evaluation year and year three being a summative evaluation year. Probationary teachers participate in a mid-year progress conversation to receive systematic feedback prior to the summative review. If probationary teachers are hired later during the year, this may not occur. 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
After their first three years of successful teaching full-time teachers enter a three-year cycle of evaluation with a summative evaluation every third year. They receive interim evaluations near the end of years one and two of their evaluation cycle.

Evaluation Schedule

Teachers are evaluated each year. The procedures for evaluating teacher performance rely on multiple data sources, including, but not limited to SMART goal setting. Ratings must be based on multiple data sources. Figure 16 summarizes the teacher contract type and evaluation component requirements. Figure 17 identifies the schedule of events in a school year for the evaluation process for both summative evaluations and interim evaluations.

Figure 16 Summary of Evaluation Component and Teacher Type

Evaluation Component	Probationary Requirement	Part-Time Requirement	Continuing Contract Requirement
Documentation Log Including Professional Activities Summary	Yes	Yes	• Yes • Submitted in year 3 of cycle
SMART Goal	Yes, annually	Yes, annually	Yes ,annually
Observations	• At any time • At least 3 per year	• At any time • At least 1 per year	• At any time • At least 1 per 3-year cycle (see figure 3)
Mid-Year Conversation	Yes	Yes	Yes
Submission of SMART Goal	Yes	Yes	Yes
End-of-Year Conversation	Yes	Yes	Optional (may be requested by either teacher or evaluator)
Summative Evaluation	Yes	Yes	End of 3-year cycle (see figure 3)
Interim Evaluation	At mid-year for year one teachers		End of year 1 and 2 in 3-year cycle (see figure 3)

Figure 17 Teacher Evaluation Schedule

*Target Timeline	Activity	Task or Document	Responsibility of	
			Administrator	Teacher
1. During the first 6 weeks of school	Beginning of year conference with evaluator	*Draft SMART Goal Setting Form*	✓	✓
	Final SMART Goals are due to evaluator	*SMART Goal Setting Form Finalized*	✓	✓
2. Before the end of the 1st Quarter	First observation of all probationary teachers	*Observation*	✓	✓
3. Before the end of the 2nd Quarter	Informal evaluation of all year 1 probationary teachers	*Interim Evaluation Form*	✓	
	Second observation of all probationary teachers	*Observation*	✓	✓
4. Mid –year	Mid-year conference discussing progress on SMART goals for all teachers	*SMART Goal Setting Form No new written documentation required*	✓	✓
5. 3RD Quarter	Third observation of probationary teachers who may receive unsuccessful evaluation	*Observation*	✓	✓
	Notice to probationary teachers of the possibility of an ineffective evaluation rating	*Memo*	✓	
6. By Mid-March	Third observation for probationary teachers	*Observation*	✓	✓
	Fourth observation for teachers who may receive ineffective evaluation rating	*Observation*	✓	✓
	Notice to probationary teachers employees of the possibility of a needs improvement evaluation	*Memo*	✓	
7. By the end of April	Observation of all continuing contract teachers in year 3 of the evaluation cycle (see figure 3)	*Observation*	✓	✓
	Notice to probationary teachers of non-renewal (April 15)	*Memo*	✓	
8. By the end of May	Submission of Documentation Log with required artifacts for teachers in a summative evaluation year.	*Documentation Log Cover sheet SMART Goal Reflection Professional Activities Summary Form*		✓ ✓ ✓
	SMART Goal Reflection due for teachers in interim evaluation year.	*SMART Goal Setting Form*		
9. By Early June	Appropriate Evaluation form completed and provided to teacher via the Human Resources management system.	*Summative Evaluation Form Interim Evaluation Form*	✓	
10. Before Last Week of School	Appropriate evaluation form to site administrator via the Human Resources management system.	*Summative Evaluation Form Interim Evaluation Form*	✓	
11. By the end of June	Site administrator submits all *Summative Evaluation* and *Interim Evaluation* forms to Human Resources via the Human Resources management system.	*Summative Evaluation Form Interim Evaluation Form*	✓	

* May be adjusted based upon hire date, leave status, or other circumstances relevant to a particular teacher or administrator

Record Keeping

The principal/evaluator and the teacher maintain records of the teacher's practice. If the teacher transfers within APS, the administrator's copy of the records should be forwarded to the receiving school's site administrator. The evaluator retains copies of the following at the school/worksite:
1. Documentation Log with cover sheet and evidence
2. SMART Goal Setting Form
3. Professional Activities Summary
4. Observation Form(s),
5. Interim Evaluation Forms, and
6. Summative Evaluation Forms

Annually, site administrators send to Human Resources, via the Human Resources management system., the appropriate end of year forms: Interim Evaluation Form (teachers in years 1 or 2 of the 3-year continuing contract cycle) or Summative Evaluation Form (Probationary teachers, teachers in year 3 of the 3-year continuing contract cycle, and part-time teachers). See figure 3 for clarification of evaluation cycles.

MAKING EVALUATION DECISIONS

Two major considerations used to assess job performance during summative evaluation are the performance standards and documentation of the actual performance of the standards (observations, goal setting, *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 "highly effective" to "ineffective." The use of the scale enables evaluators to acknowledge teachers who are highly effective, note those who are effective, and use the two lower levels of feedback for teachers who do not meet expectations (i.e., "Developing or needs improvement" and "ineffective"). Figure 18 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 the teacher evaluation process is executed effectively in the school. Administrators other than the site administrator, such as assistant principals, may be designated by the administrator to supervise, monitor, and assist with the multiple data source collection. The rating is made by making a determination of where the preponderance of evidence falls in the rating scale.

Figure 18 Definitions of Terms Used in Rating Scale

Category	Highly Effective	**Effective**	Developing or Needs Improvement	Ineffective
Description	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 exceptional and done in a manner that exemplifies the APS' mission and goals.	**The teacher meets the standard in a manner that is consistent with the APS' mission and goals.**	The teacher often performs below the established standard or in a manner that is inconsistent with the APS' mission and goals.	The teacher consistently performs below the established standard or in a manner that is inconsistent with the APS' mission and goals.
Definition	Highly effective 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	**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**	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	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 sample performance indicators and (b) the performance rubric.

Sample Performance Indicators

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

Performance Rubric

A performance rubric is provided for each of the seven standards (see Figure 19). 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 "effective" 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 *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 teacher expectations (see *Summative Evaluation Form* 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 to focus on ways to enhance their teaching practice.

	Highly Effective	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
Specialist	The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, parents/guardians, staff, and the community.	The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being.	The educational specialist attempts, but is *inconsistent* in communicating and has difficulty collaborating with learners, parents/guardians, staff, and the community.	The educational specialist *rarely* communicates and collaborates effectively with learners, parents/guardians, staff, and the community.

Summative ratings apply the rating for each of the seven performance expectations, with the most significant weight given to Standard 7 - student academic progress. Each of the first six standards are weighted equally at 10 percent, and Standard 7 accounts for 40 percent of the evaluation.

While SMART goal(s) are an important piece of evidence for Standard 7, the Evaluator should use their professional judgment when rating Standard 7 after reviewing the SMART goal(s) and other available sources of data to include the teacher self-reported evidence provided in the documentation log.

In a Summative year for continuing contract teachers, the Interim Evaluation ratings for Standard 7, evident or not evident, are considered, as well as the rating of the SMART goal for year 3, to determine the summative rating for standard 7.

Summative evaluations are to be completed according to the timeline for all contract types. The evaluator submits the signed *Summative Evaluation Form* to Human Resources via the Human Resources management system by the end of June.

Interim Evaluation

Evaluators use the Interim Evaluation form for the informal evaluation of all year 1 probationary teachers and as the interim end of year evaluation of continuing contract teachers to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from multiple data sources, to include observations (see figure 15). This form should be maintained by the evaluator and shared with the teacher within appropriate timelines. Comments are not required for all standards on an interim form. Evaluators should provide comments in areas of concern or to highlight an exemplary practice. The evaluator completes the Interim Evaluation forms via the Human Resources management system by the end of the school year.

Summative Evaluation

In addition to receiving a rating for each of the seven performance standards, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle (see figure 3). This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee's performance.

The overall summative rating will be determined to be "highly effective," "effective," "Developing or needs improvement," or "ineffective."

1. If the teacher has an "ineffective" rating on one or more of the seven performance standards, the individual **may** receive an overall performance rating of "ineffective."
2. If the teacher has three or more "Developing or needs improvement" ratings from among the seven performance standards, the individual **may** be rated as "ineffective."

All probationary and part time teachers, as well as continuing contract teachers in year three of the cycle are evaluated using the Summative Evaluation. The evaluator uses the Interim Evaluation form data from years 1 and 2 in addition to the documentation log and other evidence collected in year three of the cycle to determine the summative ratings. The site administrator submits all Summative Evaluation forms to Human Resources, via the Human Resources management system, by the end of June.

Figure 20 Evidence for End of Year Rating

	Interim Evaluation	Summative Evaluation
Evidence	- Multiple data sources available to the evaluator - Observations/walk-throughs - Student data - Day to day interactions with students, colleagues, staff, community - How to capture professional responsibilities	- Interim evaluations from years 1 and 2 of the cycle - Year 3 –Documentation log - Year 3 –Observation(s) - Year 3 –Other Evidence

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 they can meet the performance standards.

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 may 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 an "Effective" 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 supports 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

The Performance Improvement Plan may be used at the discretion of the evaluator. It has a formal structure and is used when a teacher's performance falls below the expected standards. Figure 21 shows the details of the *Performance Improvement Plan* process.

Figure 21 Performance Improvement Plan Purpose, Documentation and Outcomes

	Performance Improvement Plan
Purpose	For teachers whose work is unacceptable.
Initiates Process	Evaluator*
Documentation	• Form required: *Performance Improvement Plan* • Building/Worksite Level • Human Resources is notified and receives a copy of the plan and a copy of the closing memo
Outcomes	• Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to extend the plan, non-renew, or dismiss the employee

*The evaluator for a teacher 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 teacher's progress.

If a teacher's performance does not meet the expectations established by the standards, 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 the 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 teachers whose professional practice would benefit from additional support. A teacher who receives two or more "Not Evident" ratings on an interim review may be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* may be implemented if any of the following scenarios occurs:

- a teacher receives two or more "Not Evident" ratings on the Interim Evaluation
- a rating of "Developing or Needs Improvement" on two or more performance standards, or
- a rating of "ineffective" on one or more performance standards or an overall rating of "ineffective."

Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

The evaluation process continues concurrent with the Performance Improvement Plan (PIP). At the end of the school year the evaluator shall include a summary of the teacher's activities and accomplishments in the reflection section of the Interim or Summative Evaluation Form. The administrator may not use the words "Performance Improvement Plan" in the summary.

Implementation of Performance Improvement Plan

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

- notify Human Resources,
- notify the teacher of area(s) of concern that need to be addressed,
- formulate a written Performance Improvement Plan with the teacher having the option of providing feedback regarding the plan,
- review the results of the Performance Improvement Plan with the teacher, and
- provide a closing memo which states whether or not there has been satisfactory progress.

The administrator has the option to extend the plan.

Resolution of Performance Improvement Plan

The Performance Improvement Plan ends when the employee successfully meets the requirements specified in the plan. The Interim or Summative Evaluation Forms shall be provided at the end of year evaluation. The teacher shall be responsible for maintaining successful performance.

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

When a teacher is rated "Ineffective," 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 "Ineffective" a second time, the teacher will be recommended for dismissal.

The institution of the Performance Improvement Plan process is not grievable. However, if there is a disagreement about whether or not the actions necessary to improve performance have been accomplished, the teacher may submit a written statement to the Assistant Superintendent for Human Resources or designee. The statement must be submitted no later than ten working days after the employee has been notified that performance has not improved. The statement shall be attached to the teacher's Performance Improvement Plan and shared with the teacher's evaluator for further consideration.

Employee Response to Evaluation

If the employee disagrees with the evaluation, the employee may submit a written statement of disagreement to the evaluator and the Assistant Superintendent for Human Resources. The statement must be submitted within ten days after receipt of the evaluation form. At the request of the employee, the Assistant Superintendent for Human Resources or designee shall meet with the employee to discuss the employee's disagreement with the evaluation. The employee has a right to append the statement of disagreement to the evaluation. The statement shall be filed in the employee's personnel file with the evaluation.

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.

Teacher Performance Standards One Page Summary

Performance standards define the criteria expected when teachers perform their major duties. Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each 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

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Performance Standard 2: Instructional Planning

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

Sample Performance Indicators

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

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

Performance Standard 3: Instructional Delivery

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

Sample Performance Indicators

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

- 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 the lesson.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of and for Student Learning

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

Sample Performance Indicators

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

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

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

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

- 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.
- Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.
- Demonstrates an understanding of cultural, ethnic and linguistic backgrounds and special needs to assist in the delivery of appropriate educational opportunities.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism

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

Sample Performance Indicators

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

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

Performance Standard 7: Student Academic Progress

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

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

Sample Performance Indicators

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

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

Educational Specialist Performance Standards One Page Summary

Performance standards define the criteria expected when specialists perform their major duties. Performance indicators provide examples of observable, tangible behavior that indicate the degree to which specialists are meeting each standard.

1 Knowledge of the Learning Community

The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, background, and learning needs. Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

- Selects, develops, organizes, implements, and supports curriculum for specific learner and program needs.
- Demonstrates knowledge and skills relevant to the profession.
- Sets program goals that reflect high expectations and an understanding of the content/program.
- Demonstrates an understanding of developmental stages of learners.

2 Program Planning and Management

The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures. Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.
- Provides services that will support mastery of state and national standards and guidelines.
- Develops appropriate long- and short-range plans, and adapts plans when needed.

3 Instructional Delivery/Program Services

The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines. Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

- Engages and maintains learners/program in active learning/participation.
- Presents information and services using varied strategies to meet learner needs and diversity.
- Uses technology, materials, and other resources as appropriate to deliver services and programs.
- Communicates clearly and checks for understanding.

4 Assessment

The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff. Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

- Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.
- Involves learner in setting learning goals and monitoring their own progress
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the learner population.
- Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school district.
- Provides accurate feedback to learners, parents/guardians, and staff on assessment results.

5 Communication and Collaboration

The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being. Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:
Provides a safe and appropriate environment for service delivery.

- Demonstrates effective scheduling and time management skills.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.
- Demonstrates an understanding of cultural, ethnic and linguistic backgrounds and special needs to assist in the delivery of appropriate educational opportunities.
- Responds promptly to learner, family, staff, and community concerns.

6 Professionalism

The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth. Educational specialists collaborate with peers and exhibit professionalism in working with students, parents/guardians, and colleagues. Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

- Collaborates with and uses district, school, family, and community resources to meet learner and/or program needs.
- Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs.
- Adheres to federal and state laws, school policies, and ethical guidelines including all due process requirements, and professional licensing and professional requirements.
- Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.
- Participates in professional growth activities and incorporates learning into professional practice.
- Sets goals for improvement of skills and professional performance.
- Engages in activities outside the school/office intended for school and learner/program enhancement.
- Works collaboratively with parents/guardians, colleagues, supervisors, and community representatives to support learner success and well-being.
- Initiates, maintains, and appropriately documents communication to support the needs of the learning community.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.
- Demonstrates consistent mastery of oral and written English in all communication.

7 Learner or Program Progress

The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals. Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

- Sets measureable, reasonable, and appropriate goals for learner/program progress.
- Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
- Monitors learner/program progress through the use of appropriate assessments.
- Provides evidence that learner/programs are meeting measureable, reasonable, and appropriate outcomes.
- Identifies and establishes additional means of support to increase learner/program progress.

Performance Standard 1: Professional Knowledge/Knowledge of the Learning Community

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	*The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, background, and learning needs.*
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:	*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:*
- Effectively addresses appropriate curriculum standards. - Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. - Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. - Demonstrates an accurate knowledge of the subject matter. - Demonstrates skills relevant to the subject area(s) taught. - Bases instruction on goals that reflect high expectations and an understanding of the subject. - Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. - Communicates clearly and checks for understanding.	- Selects, develops, organizes, implements, and supports curriculum for specific learner and program needs. - Demonstrates knowledge and skills relevant to the profession. - Sets program goals that reflect high expectations and an understanding of the content/program. - Demonstrates an understanding of developmental stages of learners.

	Highly Effective*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	**The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.**	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
Educational Specialist	The educational specialist demonstrates extensive knowledge of the needs of the target learning community and how to address those needs, demonstrating respect for individual differences of cultures, backgrounds, and learning needs *in a highly effective manner*	**The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.**	The educational specialist inconsistently identifies and addresses the target learning community, and efforts are *inconsistent* in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist consistently demonstrates a *lack of awareness* of the needs of the target learning community or *rarely* demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

Teachers/specialists who are highly effective often serve as role models and/or teacher leaders.

Performance Standard 2: Instructional Planning/Program Planning and Management				
The teacher plans using the Virginia Standards of Learning, APS curriculum, effective strategies, resources, and data to meet the needs of all students.		*The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.*		
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:		*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:*		
- Uses student learning data to guide planning. - Plans time realistically for pacing, content mastery, and transitions. - Plans for differentiated instruction. - Aligns lesson objectives to the school's curriculum and student learning needs. - Develops appropriate long- and short-range plans, and adapts plans when needed.		- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district. - Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness. - Provides services that will support mastery of state and national standards and guidelines. - Develops appropriate long- and short-range plans, and adapts plans when needed.		
	Highly Effective*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	**The teacher plans using the Virginia Standards of Learning, APS curriculum, effective strategies, resources, and data to meet the needs of all students.**	The teacher inconsistently uses APS curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using APS curriculum, effective strategies, resources, and data.
Educational Specialist	In addition to meeting the standard, the educational specialist actively seeks and incorporates new resources from a wide range of sources to meet the needs of their learner/program.	**The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.**	The educational specialist *inconsistently* plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist *rarely* plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.

* *Teachers/specialists who are highly effective often serve as role models and/or teacher leaders.*

Performance Standard 3: Instructional Delivery/Program Services

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	*The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.*
Examples of teacher work conducted in the performance of the standard may include, but are limited to:	*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:*
- 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 the lesson. - Uses a variety of effective instructional strategies and resources. - Uses instructional technology to enhance student learning. - Communicates clearly and checks for understanding.	- Engages and maintains learners/program in active learning/participation. - Presents information and services using varied strategies to meet learner needs and diversity. - Uses technology, materials, and other resources as appropriate to deliver services and programs. - Communicates clearly and checks for understanding.

	Highly Effective*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	**The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.**	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
Educational Specialist	The educational specialist *has a deep understanding of and is adept* in applying subject/field/ technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.	**The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.**	The educational specialist inconsistently uses subject/field/ technology and efforts are *inconsistent* in addressing the needs of the targeted learning community.	The educational specialist *rarely* implements or improperly implements subject/field/ technology to meet the needs of the targeted learning community.

* Teachers/specialists who are highly effective often serve as role models and/or teacher leaders.

Performance Standard 4: Assessment of and for Student Learning/Assessment

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents/guardians throughout the school year.	*The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff.*
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:	*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:*

• Uses pre-assessment data and student feedback to develop expectations for students, to differentiate instruction, and to document learning.	• Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.
• Involves students in setting learning goals and monitoring their own progress.	• Involves learner in setting learning goals and monitoring their own progress
• Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.	• Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the learner population.
• Aligns student assessment with established curriculum standards and benchmarks.	• Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
• Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.	• Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school district.
• Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.	• Provides accurate feedback to learners, parents/guardians, and staff on assessment results.
• Gives constructive and frequent feedback to students on their learning.	

	Highly Effective*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	**The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents/guardians throughout the school year.**	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not provide timely feedback on student academic progress in a timely manner.
Educational Specialist	The educational specialist gathers, analyzes and uses *multiple data sources in a highly sophisticated way to guide instructional and program planning and/or takes a leadership role in this work. In addition the educational specialist uses this data to provide timely feedback to learners, parents/guardians, and staff and to implement a plan for improving the program on an ongoing basis.*	**The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff.**	The educational specialist is *inconsistent* in gathering, analyzing, and using data, and/or providing timely feedback to learners, parents/guardians, or staff.	The educational specialist *rarely* uses data to measure learner progress, implement program planning, guide instruction, and provide timely and relevant feedback to learners, parents/guardians and staff.

* Teachers/specialists who are highly effective often serve as role models and/or teacher leaders.

Performance Standard 5: Learning Environment/Communication and Collaboration

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	*The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being.*
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:	*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:*

- 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. - Uses cultural competency skills to identify and accommodate various learning styles and other individual differences. - Demonstrates an understanding of cultural, ethnic and linguistic backgrounds and special needs to assist in the delivery of appropriate educational opportunities. - Actively listens and pays attention to students' needs and responses. - Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	- Provides a safe and appropriate environment for service delivery. - Demonstrates effective scheduling and time management skills. - Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. - Uses cultural competency skills to identify and accommodate various learning styles and other individual differences. - Demonstrates an understanding of cultural, ethnic and linguistic backgrounds and special needs to assist in the delivery of appropriate educational opportunities. - Responds promptly to learner, family, staff, and community concerns.

	Highly Effective*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	**The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.**	The teacher is inconsistent in using resources, routines, and procedures in providing a respectful, positive, safe, student- centered environment.	The teacher inadequately addresses student behavior, displays a negative attitude with students, and/or ignores safety standards.
Educational Specialist	The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, parents/guardians, staff, and the community.	**The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being.**	The educational specialist attempts, but is *inconsistent* in communicating and has difficulty collaborating with learners, parents/guardians, staff, and the community.	The educational specialist *rarely* communicates and does not collaborate effectively with learners, parents/guardians, staff, and/or the community.

* Teachers/specialists who are highly effective often serve as role models and/or teacher leaders.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. Teachers collaborate with peers and exhibit professionalism in working with students, parents/guardians, and colleagues.	*The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth. Educational specialists collaborate with peers and exhibit professionalism in working with students, parents/guardians, and colleagues.*
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:	*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:*
- Collaborates and communicates effectively within the school community to promote students' well-being and success. - Adheres to federal and state laws, school policies, ethical guidelines, including all due process requirements, and professional licensing and professional requirements. - Incorporates learning from professional growth opportunities into instructional practice. - Sets goals for improvement of knowledge and skills. - Engages in activities outside the classroom intended for school and student enhancement. - Works in a collegial and collaborative manner with administrators, other school personnel, and the community. - Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress. - Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues. - Demonstrates consistent mastery of standard oral and written English in all communication.	- Collaborates with and uses district, school, family, and community resources to meet learner and/or program needs. - Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs. - Adheres to federal and state laws, school policies, and ethical guidelines including all due process requirements, and professional licensing and professional requirements. - Supports, promotes, and communicates the mission, vision, and goals of the school and the school division. - Participates in professional growth activities and incorporates learning into professional practice. - Sets goals for improvement of skills and professional performance. - Engages in activities outside the school/office intended for school and learner/program enhancement. - Works collaboratively with parents/guardians, colleagues, supervisors, and community representatives to support learner success and well-being. - Initiates, maintains, and appropriately documents communication to support the needs of the learning community. - Mentors, trains, and/or supports colleagues in professional growth opportunities. - Demonstrates consistent mastery of oral and written English in all communication.

	Highly Effective*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	**The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.**	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
Educational Specialist	The educational specialist is a professional role model for others, engaging *extensive* personal professional growth, and/or contributes to the development of others and the well-being of the profession.	**The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.**	The educational specialist *inconsistently* exercises/applies professional ethics, professional expertise, and participation in professional growth opportunities.	The educational specialist shows a disregard toward professional ethics and/or the school's mission, is reluctant to support others, and/or *rarely* takes advantage of professional growth opportunities.

* Teachers/specialists who are highly effective often serve as role models and/or teacher leaders.

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. Evidence of progress shall be reviewed and considered throughout the year.

Performance Standard 7: Student Academic/Learner or Program Progress	
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.*
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:	*Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:*
- Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data. - Documents the progress of each student throughout the year. - Provides evidence that achievement goals have been met, including school and department level identified measures as well as other multiple measures of student growth. - Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.	- Sets measureable, reasonable, and appropriate goals for learner/program progress. - Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery. - Monitors learner/program progress through the use of appropriate assessments. - Provides evidence that learner/programs are meeting measureable, reasonable, and appropriate outcomes. - Identifies and establishes additional means of support to increase learner/program progress.

	Highly Effective*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	**The work of the teacher results in acceptable, measurable, and appropriate student academic progress.**	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
Educational Specialist	The work of the educational specialist results in *a high level* of learner progress with all populations and/or program progress.	**The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.**	The instructional efforts of the educational specialist result in *inconsistent* learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist *rarely* results in acceptable learner progress and/or program progress.

* Teachers/specialists who are highly effective often serve as role models and/or teacher leaders.

PART III: FORMS and ADDITIONAL INFORMATION

Introduction

Part III contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence to inform the evaluation process. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *SMART Goal Setting Form, Documentation Log Cover Sheet, Observation Forms, Summative Evaluation Form, Professional Activities Summary* and *Performance Improvement Plan* (if needed).

Figure 22 Form Responsibilities

Form	Documentation Completed by	
	Evaluator	*Teacher*
Documentation Log Cover Sheet (and other artifacts)		✓
Standard 7: SMART Goal Setting Form	✓	✓
Standard 6: Professional Activities Summary		✓
Observation Form	✓	
Interim Evaluation Form (continuing contract teacher)	✓	
Summative Evaluation Form	✓	
Performance Improvement Plan (if needed)	✓	

Documentation Log Cover Sheet

Name_____   Date_____
Grade/Subject/Position _____   ___ Current Year of T-Scale Service
School: _____
Reflection (REQUIRED) *Adapted from NBPTS*

After completing the documentation log below, respond to the following questions.

1. In thinking about your professional practice, what was most effective in impacting student learning? Why?

2. Considering the patterns evident in your professional practice, what is your plan to further impact student learning in the future?

Evidence

Each teacher, each year gathers one piece of evidence for each standard.

Standards	Evidence Included In this column, reflect on your performance in each standard. You should also describe what evidence you are including and how it is an example of your best work in this standard. **The evidence submitted for standards 1-6 does not need to be related to the SMART goal.** The box will expand to fit your text. *Contingent of FERPA photo policy and opt out forms
1. Professional Knowledge/ Knowledge of the Learning Community	
2. Instructional Planning/Program Planning and Management	
3. Instructional Delivery/Program Services	
4. Assessment of and for Student Learning/ Assessment	
5. Learning Environment/ Communication and Collaboration	
6. Professionalism	Summary of Professional Activities Form
7. Student Academic Progress/Learner or Program Progress	SMART Goal Setting Form **and** teacher selected artifact

Standard 7: SMART Goal Setting Form

Teacher's Name: _____ School:_____

Subject/Grade or Position: _____ School Year: _____ -_____

Directions: This form is a tool to assist teachers in setting a SMART 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).

Specific, Measurable, Appropriate, Realistic but Rigorous, Time Limited

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. SMART Goal (Describe what you want learners/program to accomplish.)	

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

Instructional Strategy	Evidence	Target Date

Teacher's -Signature: _____   Date: _____

Evaluator's Signature: _____   Date: _____
      Print or Type Evaluator's Name:

Mid-Year Teacher Reflection*:* ☐ *Data attached* In this section you will type your reflection on the progress you have made on your SMART Goal. Are you on track to meet your goal? Why or why not? Are there any adjustments that need to made as you move forward with your goal?

End of Year Teacher Reflection

Did you meet your SMART Goal? ☐ *Yes* ☐ *No* ☐ *Data attached*

In this section you will type your reflection on the results of your SMART Goal. Was your goal met? Why or why not? What are the implications for your future work based on these results?

Teacher's Signature: _____   Date:
Evaluator's Signature: _____   Date:
Print or Type Evaluator's Name:

Teacher Observation Form

<u>Directions:</u> Evaluators use this form to document observations of the teacher in accordance with the evaluation process. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. Once completed, a copy of this form will be given to the teacher.

Teacher: _____ Date: _____

School: _____

Observer: _____ Class/Time: _____

Lesson Topic: _____

1: **Professional Knowledge** - *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
Specific Evidence/Comments:

2: **Instructional Planning** - *The teacher plans using the Virginia Standards of Learning, APS curriculum, effective strategies, resources, and data to meet the needs of all students.*
Specific Evidence/Comments:

3: **Instructional** Delivery - *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*
Specific Evidence/Comments:

4: **Assessment of and for Student Learning** - *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents/guardians throughout the school year.*
Specific Evidence/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.*
Specific Evidence/Comments:

6: **Professionalism** - *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. Teachers collaborate with peers and exhibit professionalism in working with students, parents/guardians, and colleagues.*
Specific Evidence/Comments:

Teacher's Signature*:   _____ Date: _____
*Signifies that the teacher has read and received this report.

Observer's Signature _____ Date: _____
Print or Type Observer's Name:

Educational Specialist Observation Form

Directions: Evaluators use this form to document observations of the educational specialist in accordance with the evaluation process. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the educational specialist.

Educational Specialist: _____ Date: _____

School/Office: _____

Observer: _____ Class/Time: _____

Observation Topic: _____

1: Knowledge of the Learning Community –*The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, background, and learning needs.*
Specific Evidence/Comments:

2: Program Planning and Management –*The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.*
Specific Evidence/Comments:

3: Program Services –*The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.*
Specific Evidence/Comments:

4: Assessment –*The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff.*
Specific Evidence/Comments:

5: Communication and Collaboration –*The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being.*
Specific Evidence/Comments:

6: Professionalism –Th*e educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth. Educational specialists collaborate with peers and exhibit professionalism in working with students, parents/guardians, and colleagues.*
Specific Evidence/Comments:

Educational Specialist's Signature*:_____ Date: _____
*Signifies that the educational specialist has read and received this report.

Observer's Signature _____ Date: _____
Print or Type Observer's Name:

Guide to Key Elements of a Lesson Plan

KEY ELEMENTS OF A DAILY LESSON PLAN

BEGINNING	MIDDLE	END
Content Objective	Presentation	Closure
Language Objective	Practice	*Assessment
Key Vocabulary	Application	
Transition/Bridge		
Motivation		

CONTENT OBJECTIVE: What is the topic of study and what will they do to learn it? Reference this during and at the end of the lesson. Student will be able to _____.

LANGUAGE OBJECTIVE: How will students demonstrate reading, writing, listening, or speaking skills? Reference this during and at the end of the lesson. Student will be able to _____ (demonstrate reading, writing, listening, or speaking skills).

KEY VOCABULARY: Introduce important words that will help students understand today's lesson. Reinforce these in context of lesson.

PROCEDURE:

- <u>Transition/Bridge:</u> Review previous lesson/homework and its implication for today's work. Make connections to current events/experiences where possible. At the elementary level, make connections to the subject taught prior to the current lesson. (e.g., math content to social studies content)

- <u>Motivation:</u> What experience will introduce today's lesson? This is your hook, preview or warm-up; it also can be used as *pre-assessment.

- <u>Presentation:</u> Whole or small group instruction that <u>sets purpose</u>; gives outcomes; gives background knowledge; introduces key vocabulary/the big ideas.

- <u>Practice:</u> Model an activity; initiate inquiry; give directions to students on how to apply/reinforce new learning/knowledge in an authentic experience to demonstrate their understanding in a product or outcome. Provide scaffolded support for the activity using appropriate differentiated instructional strategies.

- <u>Application/Activity:</u> Explain how and why students will complete their activity; this is your pedagogy or methodology; make sure that there are varied (differentiated) opportunities to express learning. Provide appropriate resources/material for activity. Build in time for students to share some of <u>their</u> findings – what they learned.

- <u>Closure:</u> Tie it all together by (a) restating objective(s), (b) asking students what they learned, (c) inquiring about today's work and its relationship to theme, enduring/essential understanding or unit question (students reflect in a written or oral exit ticket/you *post-assess). If there is homework, use it to set the stage for the next lesson; explain what it will reteach, introduce or practice.

- *<u>Assessment:</u> Formative, on-going assessment is embedded throughout the lesson to ensure student understanding (anticipation guides, warm-ups, think-pair-share, exit tickets, reflections).

Department of Instruction   April 2012

Pre-Observation Conference Record

Teacher: _____   School: _____

Grade/Subject: _____   School Year: _____

Conference Date: _____   Evaluator: _____

Inquiries	Notes
1. Describe the lesson that will be observed. • Where are you in your teaching? (Unit; lesson, page numbers in texts; introductory, middle, or culminating activity. • What are the objective(s) of the lesson?	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional approaches will be used?	
5. How are you going to know if students have learned?	
6. What do you believe to be any areas of concern?	

Pre-Observation Conference Record for Educational Specialists

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____

Conference Date: _____ Evaluator: _____

Inquiries	Notes
1. Describe the lesson or meeting that will be observed. • What is the context of this lesson/meeting? • What are the objective(s) of the lesson/meeting?	
2. Describe the learners/participants that will be present at the lesson/meeting.	
3. What will be observed?	
4. What approaches/skills will be used?	
5. How are you going to know if you have met your objectives?	
6. What do you believe to be any areas of concern?	

Standard 6: Professional Activities Summary

Please indicate on this form all Professional Learning that has occurred since you last submitted your document log. Details on options can be found on pages 21-22 of the handbook.

Name_____ Grade/Subject/Position _____ Date_____

1. Recertification Areas
    Option 1: College Course(s) (maximum of 180 points in this area)

Title:	College/University:	Credit Hours:

    Option 2: Professional Conference (maximum of 45 points in this area)

Title:	Date	Hours

    Option 3: Curriculum Development (maximum of 90 points in this area)

Title:	Date	Hours

    Option 4: Publication of an Article (maximum of 90 points in this area)

Title:	Magazine/Publication	Hours

    Option 5: Publication of a Book (maximum of 90 points in this area)

Title:	Date	Hours

    Option 6: Mentorship/Supervision (maximum of 90 points in this area)

Person:	Dates Supervised	Hours

    Option 7: Educational Project (maximum of 90 points in this area)

Title:	Date	Hours

    Option 8: Professional Development Activities (maximum of 180 points in this area)

Title:	Date	Presenter(s)	Hours

2. Professional Committees

3. Honors/Awards

4. Student Related Activities

5. Leadership Roles that do not fit into the above categories

Interim Evaluation

Teacher _____   *School* _____

Grade/Subject _____   *School Year (s)*_____

Directions: Evaluators use this form for the informal evaluation of all year 1 probationary teachers and as the interim end of year evaluation of continuing contract teachers to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from observations, documentation log review, and other sources. This form should be maintained by the evaluator. This report is shared at a meeting with the teacher held within appropriate timelines. The site administrator submits all Interim Evaluation forms to Human Resources, via the Human Resources management system, by the end of the school year.

1. Professional Knowledge/Knowledge of the Learning Community	
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	*The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.*
Comments: ☐ Evident ☐ Somewhat Evident ☐ Not Evident	

2. Instructional Planning/Program Planning and Management	
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	*The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.*
Comments: ☐ Evident ☐ Somewhat Evident ☐ Not Evident	

3. Instructional Delivery/Program Services	
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	*The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.*
Comments: ☐ Evident ☐ Somewhat Evident ☐ Not Evident	

4. Assessment of and for Student Learning/Assessment	
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents/guardians throughout the school year.	*The educational specialist gathers, analyzes, and uses data to determine learning needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff.*
Comments: ☐ Evident ☐ Somewhat Evident ☐ Not Evident	

5. Learning Environment/Communication and Collaboration	
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	*The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being.*
Comments: ☐ Evident ☐ Somewhat Evident ☐ Not Evident	

6. Professionalism	
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	*The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.*
Comments: ☐ Evident ☐ Somewhat Evident ☐ Not Evident	

7. Student Academic Progress	
The work of the teacher results in acceptable, measurable, and appropriate student academic progress	*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.*
Comments: ☐ Evident ☐ Somewhat Evident ☐ Not Evident	

Teacher's Signature*:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ Date: ＿＿＿＿＿

　　　*Signifies that the teacher has read and received this report.

Evaluator's Signature: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ Date: ＿＿＿＿＿

　　　Print or Type Evaluator's Name:

☐ Principal/Administrator collects and forwards one copy to Human Resources as a set for the site.

Summative Evaluation

Teacher_____ School: _____

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

Current Contract Status: ☐ Part-Time ☐ Probationary ☐ Continuing Contract

Observation Date(s): Please indicate the date(s) that required observations occurred. There should be one observation for continuing contract teachers and three observations for probationary teachers. Additional observations may be conducted at any time.

1._____ 2._____ 3._____

Directions: Evaluators use this form at the end of the school year to provide teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form, via the Human Resources management system, in June. The completed summative evaluations are submitted to HR, via the Human Resources management system, by the end of the school year.

Performance Standard 1: Professional Knowledge/Knowledge of the Learning Community

	Highly Effective *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
Specialist	The educational specialist addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs in a highly effective manner	The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist attempts to identify and address the target learning community, but efforts are inconsistent in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist consistently demonstrates a lack of awareness of the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.
	☐	☐	☐	☐
Comments:				

Performance Standard 2: Instructional Planning/Program Planning and Management

	Highly Effective *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
Specialist	The educational specialist plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures in a highly effective manner.	The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist attempts, but inconsistently plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist rarely plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.
	☐	☐	☐	☐
Comments:				

Performance Standard 3: Instructional Delivery/Program Services

	Highly Effective *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher optimizes students' opportunities to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
Specialist	The educational specialist *consistently demonstrates a high level of performance* in applying subject/field/ technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.	The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.	The educational specialist attempts to use subject/field/ technology but efforts are *inconsistent* in addressing the needs of the targeted learning community.	The educational specialist *rarely* implements or improperly implements subject/field/ technology to meet the needs of the targeted learning community
	☐	☐	☒	☐
Comments:				

Performance Standard 4: Assessment of and for Student Learning/Assessment

	Highly Effective *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data including student feedback to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents/guardians throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
Specialist	The educational specialist *consistently demonstrates a high level* of performance and/or takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, parents/guardians and staff.	The educational specialist gathers, analyzes, and uses data including learner feedback to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff.	The educational specialist attempts, but is *inconsistent* in gathering, analyzing, and using data, and/or providing timely feedback to learners, parents/guardians, and staff.	The educational specialist *rarely* uses data to measure learner progress, implement program planning, guide instruction, and provides timely and relevant feedback to learners, parents/guardians and staff.
	☐	☐	☐	☐
Comments:				

Performance Standard 5: Learning Environment/Communication and Collaboration

	Highly Effective *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
Specialist	The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, parents/guardians, staff, and the community.	The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being.	The educational specialist is *inconsistent* in communicating and has difficulty collaborating with learners, parents/guardians, staff, and the community.	The educational specialist *rarely* communicates and collaborates effectively with learners, parents/guardians, staff, and the community.
	☐	☐	☐	☐
Comments:				

Performance Standard 6: Professionalism

	Highly Effective *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
Specialist	The educational specialist is a professional role model for others, engaging *in a high level* of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.	The educational specialist *inconsistently* demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.	The educational specialist shows a disregard toward professional ethics and/or the school's mission, is reluctant to support others, and/or *rarely* takes advantage of professional growth opportunities.
	☐	☐	☐	☐
Comments:				

Performance Standard 7: Student Academic Progress/Learner or Program Progress

	Highly Effective *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing or Needs Improvement	Ineffective
Teacher	In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
Specialist	The work of the educational specialist results in *a high level* of learner progress with all populations and/or program progress.	The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.	The instructional efforts of the educational specialist result in *inconsistent* learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist *rarely* results in acceptable learner progress and/or program progress.
	☐	☐	☐	☐
Comments:				

Overall Evaluation Summary

The overall summative rating will be determined to be "highly effective," "effective," "Developing or needs improvement," or "ineffective."

1. If the teacher has an "ineffective" rating on one or more of the seven performance standards, the individual **may** receive an overall performance rating of "ineffective."
2. If the teacher has three or more "Developing or needs improvement" ratings from among the seven performance standards, the individual **may** be rated as "ineffective."

❐ Highly Effective	❐ Effective	❐ Developing or Needs Improvement	❐ Ineffective

Commendations:

Areas Noted for Improvement:

Teacher's Signature*: _____ Date: _____

*Signifies that the teacher has read and received this report

Evaluator's Signature: _____ Date: _____

Print or Type Evaluator's Name:

☐ Principal/Administrator collects and forwards one copy to Human Resources as a set for the site.

Performance Improvement Plan

Teacher: _____ School: _____

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

Performance Improvement Plan[1]:

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Print or Type Evaluator's Name:

Results of Performance Improvement Plan:

Performance Standard Number	Evidence of Corrected Performance Deficiencies	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*.

❑ Continued to _____

❑ The deficiencies were not corrected.

Teacher's Signature*: _____ Date: _____

*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: _____

Print or Type Evaluator's Name:

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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**

Teacher Evaluation Frequently Asked Questions

FAQs are collected throughout the year. The most up-to-date list can be found at
http://arlington.k12.va.us/Page/18944

Overall Process FAQs

What support can I expect?
- Each school has professional development funds and materials and equipment funds. The school administrator is responsible for decisions regarding how those funds are allocated.
- The Central Office has limited funds for university courses for which you may apply.
- Department of Instruction Supervisors and Specialists may be called on for assistance.
- The Professional Development Supervisor may be contacted for support.
- The building administrator is a collaborator with the teacher.
- Teacher scholarships are available through Human Resources.

What happens if a successful teacher has performance problems?
As described in this handbook, a Performance Improvement Plan may be initiated.

What if a teacher does not agree with the establishment of a Performance Improvement Plan?
The institution of the Performance Improvement Plan process is not grievable. However, if there is a disagreement about whether or not the actions necessary to improve performance have been accomplished, the employee may submit a written statement to the Assistant Superintendent for Human Resources or designee. The statement must be submitted no later than ten working days after the employee has been notified that performance has not improved. The statement shall be attached to the employee's Performance Improvement Plan and shared with the employee's supervisor for further consideration.

What from the process is kept in my personnel file? The Interim Evaluation and Summative Evaluation are submitted to Human Resources each year via the Human Resources management system and are kept from evaluation cycle to evaluation cycle.

If I disagree with my evaluation, what course of action can I take?
A teacher may submit to Human Resources a written response to his/her evaluation under a separate cover (as noted in PIP 35-7.2 T-Scale Evaluation).

How is the evaluation cycle related to the Career Advancement Program (CAP)?
The CAP program is an optional program for all non-probationary teachers who have at least 5 years of T-Scale APS service and are not on a performance improvement plan. CAP does not replace your evaluation cycle.

If I have questions concerning the teacher evaluation process whom should I contact?
You should contact the Professional Development Office, 703.228.2113. You may be referred to Human Resources at 703.228.6110.

Am I considered a teacher or an educational specialist? I am not sure which standards to use or which type of SMART Goal to write.
Most positions clearly fall into one category or the other. There are a few positions that may fall into one category or the other depending on how they are used in their school. If you are unclear about which category you fall in, have a conversation with your administrator where you look at the standards in Part II of the handbook. Have your evaluator clarify which standards they expect you to be following based on the job that you do in your school. This will determine which standards you are required to meet and which type of SMART Goal you will set.

What information is being shared with the state regarding teacher evaluation ratings?
"Virginia is exempt from certain reporting requirements under State Fiscal Stabilization Fund (SFSF) Descriptors. Virginia is no longer required to collect and report the number and percentage of teachers and principals rated at each performance evaluation rating through the Teacher and Principal Evaluation Collection (TPEC)."

Is there a cap on the number of teachers that can be rated as highly effective?
There is no cap on the number of teachers that can be rated as highly effective. Rating should truly reflect teacher performance.

SMART Goal FAQs

When do I have to turn in my SMART Goal to my administrator?
"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 final goals to their evaluator within the first six weeks of school." Your evaluator may ask to meet with you to develop your SMART goal at any point within those first six weeks. If you need to make adjustments to your SMART goal after it has been submitted, you should consult with your evaluator and discuss revisions in light of new data or information that may be available to you.

Do the SMART goals over the two interim years and summative year have to be inter- related in terms of focus or building on the results from the prior year?
As stated in the handbook on page 15, "Each teacher, using the results of an initial assessment, sets an annual goal for improving student/learner achievement or program progress. A new goal is identified each year."

Do you turn in test results and products with the SMART Goal for Student Progress Form?
No, you do not turn in individual assessments for each student. Teachers summarize the assessment results and include them with the SMART Goal for student progress form. It is important to review these with your administrator as each teacher develops the SMART goal for student progress form.

Can my SMART Goal focus on just one student?
You should avoid focusing your goal on one student if at all possible. If you only work with students one-on-one or in small groups, then think about whether or not you work with another group of learners (such as teachers).

Can my SMART Goal Setting for Student Progress form change over the year?
Yes, the SMART Goal may be revised in collaboration with the evaluator. After the conversation and agreement on what to adjust, the teacher makes revisions to the SMART goal form, dates it and the evaluator initials the updates.

Are there any components that have to be part of my SMART Goal Setting for Student Progress Form?
The SMART Goal for Student Progress Form must have all the components indicated on the form.

What if I do not achieve my SMART Goal?
The SMART Goal Setting for Student Progress Form is one of multiple measures of teacher performance.

Can a team of teachers submit the same SMART Goal Setting for Student Progress Form?
With administrator's approval, a team of teachers can have similar SMART Goals. The form will represent the data for each individual teacher's students and should reflect each individual's approach to the SMART Goal.

Can a probationary or part-time employee be part of a team working collaboratively on a group SMART Goal?
Yes, but as described above each teacher's SMART goal needs to focus on individual needs of students assigned to each teacher.

What happens if my administrator and I can't agree on a SMART Goal Setting for Student Progress details?
You and your administrator should discuss the details and work toward agreement. Ultimately the administrator has the authority in establishing an evaluation plan to include a SMART goal.

Can I use a technique that I learned in a workshop or class as part of my SMART Goal Setting for Student Progress Form details?
Yes, as a professional you will adapt it to your own classroom needs.

Can I use a fourth quarter assessment to measure my SMART Goal?
Your SMART Goal needs to be wrapped up by the end of May. You need to use an assessment that will allow you to know where your students are at that point. For example, the Math department has suggested that teachers use the third quarter benchmark test to ensure that they will have the data that they need to finish their SMART Goal.

Document Log FAQs

When are document logs required?
 You will submit a document log each year that you are on a summative evaluation (see figure 3).
Do the documents that I submit for Standards 1-5 need to be related to my SMART goal?
No. The documents that are submitted as part of the document log do not need to be related to the SMART goal. The teacher chooses the items that they feel are examples of their best work in each standard.

I know I can only submit one piece of evidence per standard. Can the piece of evidence be more than one page long?
Yes. For example, you may choose to submit a unit plan as evidence of Standard 1 and that unit plan is likely more than one-page long.

Observation FAQs

Will my administrator still observe me?
School Board Policy 35, Teacher Evaluation, states that administrators shall recognize teachers' individual responsibility for professional growth through (among other things) constructive, ongoing feedback based on clearly stated expectations for successful performance. One method for doing this is observing the teacher's performance in the classroom. At the administrator's discretion, such observations can be announced or unannounced.

How will I know when I am in an observation year?
Employees can log into the Self-Service section of STARS to view his/her APS years of T-Scale Service. years designated as observation years include: Probationary years (typically years 1,2, and 3), 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, etc. years of APS T-Scale service.

Who is responsible for selecting the observation date?
The evaluator may observe teachers at any time. The evaluator may conduct announced or unannounced observations. Teachers may provide times when they would like an evaluator to observe.

VA Code, Guidelines, and APS Teacher Evaluation School Board Policies

Virginia Code

§22.1-295   Employment of Teachers
§22.1-303   Probationary terms of service for teachers
§22.1-304   Reemployment of teacher who has not achieved continuing contract status; effect of continuing contract; resignation of teacher; reduction in number of teachers
§22.1-305   Nonrenewal of contract of probationary teacher
§22.1-305.1   Mentor Teacher Programs
§22.1-253.13.5   Standard 5. Quality of classroom instruction and educational leadership
§22.1-253.13:7   Standard 7. Policy Manual

Virginia Department of Education

- *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* Approved by the Virginia Board of Education on April 28, 2011, effective July 1, 2012.
- *2011 Virginia Standards for the Professional Practice of Teachers* Effective July 1, 2012

APS School Board Policies

35-3.5   Probationary Period
35-4.2   Human Relations - Employee - Employer Communications
35-4.6   Grievance Procedures
35-4.9   Disciplinary Actions
35-7.2   T-Scale Evaluation