



*Dinwiddie County Public Schools*

**Teacher  
Performance  
Evaluation  
System**

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August 2012

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# **PART I: INTRODUCTION AND PROCESS**

## **INTRODUCTION**

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

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

### **Purposes**

The primary purposes of TPES are to:

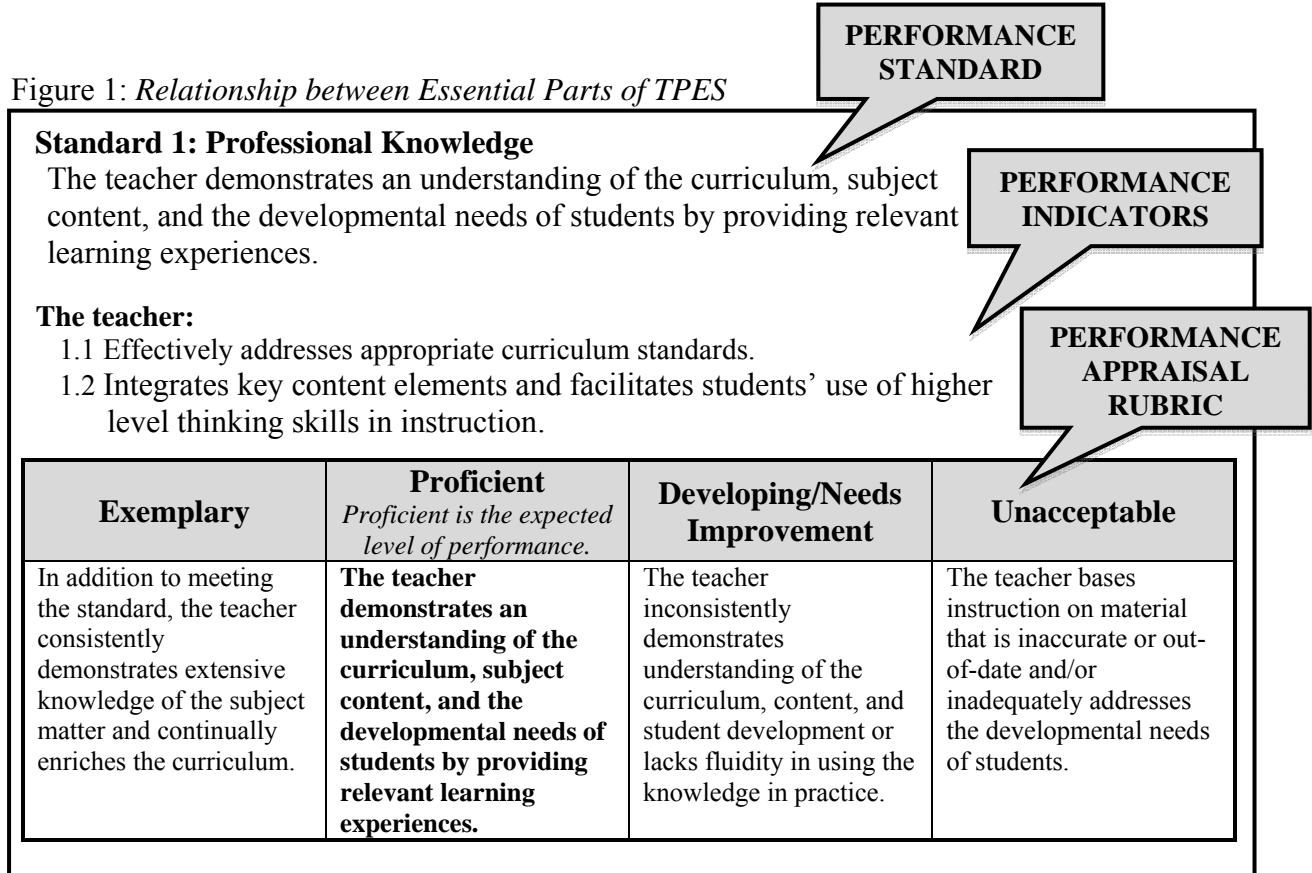
- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Dinwiddie County Public Schools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

The distinguishing characteristics of TPES are:

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

# Essential Components of TPES

Clearly defined professional responsibilities for teachers constitute the foundation for the Teacher Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. TPES uses a two-tiered approach to define the expectations for teacher performance consisting of seven standards and multiple performance indicators. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.



## Performance Standards

Performance standards refer to the major duties performed by a teacher. Figure 2 shows the seven performance standards in TPES that serve as the basis for the teachers' evaluation.

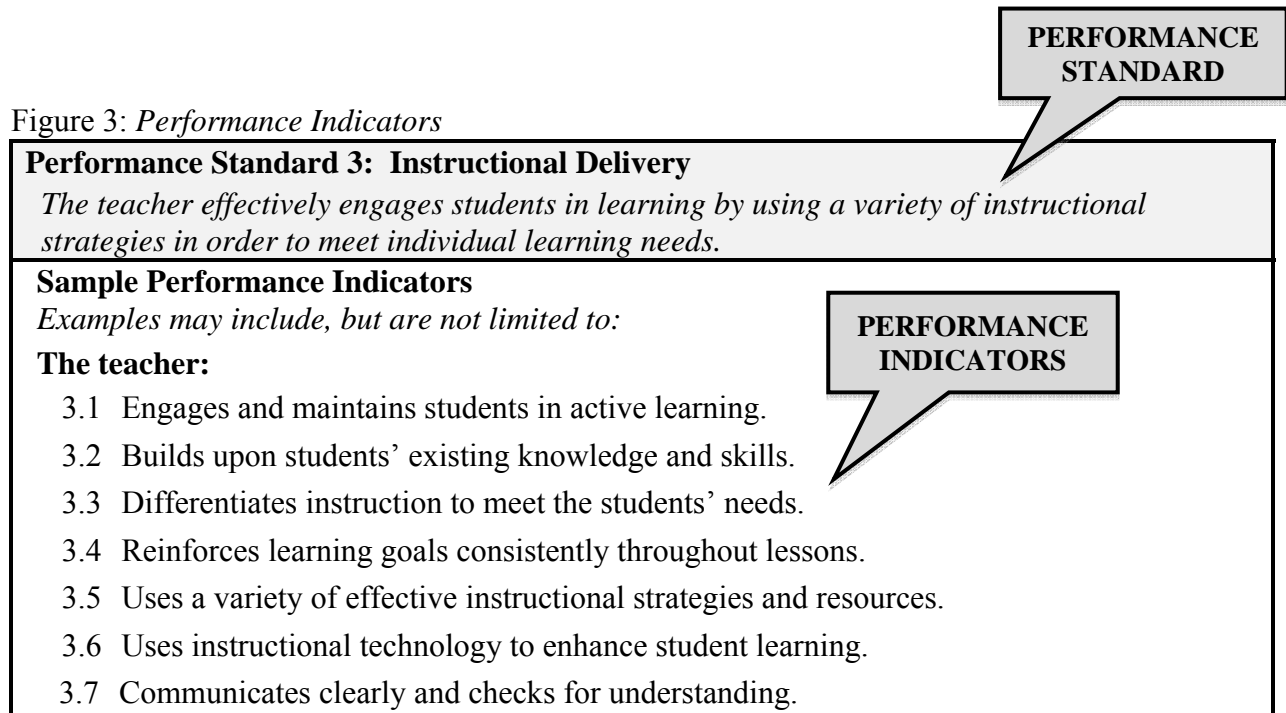
Figure 2: *Performance Standards*

|  |   |
|--|---|
| <b>1. Professional Knowledge</b>                 | The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.   |
| <b>2. Instructional Planning</b>                 | The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.   |
| <b>3. Instructional Delivery</b>                 | The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.   |
| <b>4. Assessment of and for Student Learning</b> | The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. |
| <b>5. Learning Environment</b>                   | The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.   |
| <b>6. Professionalism</b>                        | The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.  |
| <b>7. Student Academic Progress</b>              | The work of the teacher results in acceptable, measurable, and appropriate student academic progress.   |

### *Performance Indicators*

Performance indicators provide examples of observable, tangible behaviors for each standard (see Part II). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.** Further, **all teachers are not expected to demonstrate each performance indicator.**

Using Standard 3 (Instructional Delivery) as an example, a set of teacher performance indicators is provided in Figure 3.



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

### ***Performance Rubrics***

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the *proficient* level of the performance appraisal rubric is the actual performance standard, thus *proficient* is the expected level of performance.** Teachers who earn an *exemplary* rating must meet the requirements for the *proficient* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Part II includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Learning Environment).



Figure 4: *Performance Appraisal Rubric*

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

*Note:* The rating of *proficient* is the expected level of performance.

### ***Responsibilities of Site Administrators***

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

## **DOCUMENTING PERFORMANCE**

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described in Figure 5 provide accurate feedback on teacher performance.

Figure 5: *Data Sources for Teacher Evaluation*

| <b>Data Source</b>                       | <b>Definition</b>  |
|--|--|
| <b>Observations</b>                      | Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the building administrator’s discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.                   |
| <b>Documentation Log</b>                 | The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.  |
| <b>Student Surveys</b>                   | Teachers are required to survey their students. It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.   |
| <b>Goal Setting for Student Progress</b> | Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students’ ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation. |

## Observations

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

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*Observations are one of the required data sources for teacher evaluation.*

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The Observation/Document Review Form is used to provide targeted feedback on teachers’ effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism and Communication, and Student Progress.

Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two of these observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the building administrator’s discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

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

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

## Documentation Log

The purpose of the Documentation Log (see Part III) is to provide evidence of performance related to specific standards. ***There are three specific items required in the Documentation Log (Cover Sheet, Student Progress Goal Setting Form, and Parent Communication Log)***; however, other documents may be included upon evaluator request and/or teacher choice if the teacher feels additional items would enhance his or her evaluation. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Documentation Log provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

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

Evaluators will review the Documentation Log annually. Additionally, teachers in their probationary period will meet with administrators and/or evaluators to review their documentation log by the end of the first semester. Teachers on continuing contract will maintain their Documentation Log for the duration of their evaluation cycle, so it is important that they label the school year during which various artifacts were collected.

### ***A Documentation Log:***

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

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

***A Documentation Log is NOT***

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

Figure 6 shows examples of items that may be included in the *Documentation Log*. This is not a limited list.

Figure 6: *Sample Items in a Documentation Log*

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

Figure 6 (continued)

| Standards  | Required Item*  | Examples of Evidence   |
|--|---|--|
| <b>4. Assessment of and for Student Learning</b> | Evidence of the use of baseline and periodic assessments                                | Can include: <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>○ Copy of scoring rubrics</li> <li>○ Photographs or photocopies of student work with written comments</li> <li>○ Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>○ Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>○ Copy of students' journals of self-reflection and self-monitoring</li> </ul> |
| <b>5. Learning Environment</b>                   | <i>No evidence is required in the Documentation Log</i>                                 | Can include (but not required): <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>  |
| <b>6. Professionalism</b>                        | Evidence of :<br><br>Commitment to professional growth<br><br>*Parent Communication Log | Can include: <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Copy of classroom newsletter or other parent information documents</li> <li>○ Sample copy of interim reports</li> </ul>  |
| <b>7. Student Academic Progress</b>              | *Student Progress Goal Setting Form   | Student Achievement Goal Setting Document – Revised at midterm and end of year   |

## Student Surveys

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

Four different versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades 9-12 administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion.

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

## Measures of Student Progress

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* incorporate growth as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that growth account for 40 percent of an individual's summative evaluation. There are three key points to consider in this model:

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

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

## ***Student Growth Percentile Scores***

It is generally acknowledged that if test data are to be used to inform teacher performance evaluations, it is critical to control for students' prior achievement.<sup>a</sup> While there are a variety of approaches to controlling for prior achievement, VDOE has determined that the student growth percentile (SGP) methodology can be used as a valid measure of relative student growth using Virginia's current assessment system, and can continue to be used as tests change and the system evolves. The SGP statistical models use multiple years of data from Virginia Standards of Learning (SOL) assessments statewide, linked by unique student identifiers, to calculate SGPs. At the student level, SGPs describe the progress students make from one year to the next compared to students with similar SOL achievement history. This provides an understanding of how much progress students made based on where they started – regardless of whether they started as low, moderate, or high achieving students.

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

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

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

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<sup>a</sup> Domaleski, C. & Hill, R. (2010). Considerations for using assessment data to inform determinations of teacher effectiveness. Center for Assessment. Available at: <http://www.nciea.org/papers-UsingAssessment Data4-29-10.pdf>.

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

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

The combination of SGPs and proficiency data provide information about the amount of growth – and effort needed – for students to meet their SOL achievement goals in the future. The growth data can provide information about what growth percentile is required for each student to:

- continue to perform at current proficiency levels over time (e.g., what growth percentile is necessary for students who score at the advanced proficiency level to maintain this higher achievement level as they progress through school?).
- increase their proficiency level within a particular time period (e.g., what growth percentile score is necessary for a student who failed the SOL test to meet or exceed minimum proficiency standards within three years?).
- decrease a proficiency level (e.g., what growth percentile score will result in students dropping down a proficiency level in coming years?).

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

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

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

In applying SGPs to teacher performance evaluations, it is critical that the data be used appropriately. When available and appropriate, median growth percentiles generally should be used as one indicator of student progress, described in Standard 7. The median SGP can be interpreted in the following way: half of the students in the group (e.g., class) showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value. For example, when a teacher’s median student growth percentile is 65, this indicates that half of this teacher’s students showed progress on the SOL test that was at or above the level of progress demonstrated by 65 percent of all students in

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



Virginia who had similar achievement histories (i.e., showed similar achievement on the SOL tests in the past). Generally, the median will adequately represent the typical amount of growth students in a group have made during the most recent academic year. However, teachers and principals should review the distribution of data to ensure that the median is a reasonable summary statistic to apply. For example, teachers' growth data may show a bimodal distribution (nearly all students show either higher or lower growth, but few are in the middle), and this should be considered before finalizing the performance rating used for Standard 7.

When applied appropriately, the range of percentiles needs to be considered in interpreting student growth as part of the teacher performance rating for Standard 7 (Figure 7). Figure 8 describes the conditions under which a median SGP can be appropriately used as one of at least two growth measures in a teachers' performance evaluation.

Figure 7: *Median Growth Percentiles used in Teacher Performance Evaluation*

| <b>Range of median student growth percentile</b> | <b>Interpretation</b>   |
|--|---|
| < 35   | The majority of students demonstrated low growth                |
| 35 to 65   | The majority of students demonstrated moderate or higher growth |
| > 65   | The majority of students demonstrated high growth               |

Figure 8: *Recommendations for use of Student Growth Percentiles*

| <b>Instructional Personnel</b>   | <b>Application of student growth percentiles</b>   | <b>Other growth measures</b>  |
|--|--|---|
| <p><u>TIER 1:</u> Teachers of reading and mathematics for whom student growth percentiles are available (4-8 English/Math Classes)</p> | <p>20% of the total evaluation based on median growth percentile when:</p> <ul style="list-style-type: none"> <li>• data from <i>at least</i> 40 students are available, possibly from multiple years;</li> <li>• data from students are representative of students taught<sup>d</sup>; and</li> <li>• data from <i>at least</i> two years are available; three years should be reviewed whenever possible.</li> </ul>   | <p>20% of the total evaluation based on other growth measures.</p> <ul style="list-style-type: none"> <li>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.</li> <li>• Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam).</li> </ul>   |
| <p><u>TIER 2:</u> Teachers who support instruction in reading and mathematics for whom student growth percentiles are available.</p>   | <p>When aligned to individual or school-wide goals, no more than 20% of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level).</p> <ul style="list-style-type: none"> <li>• Decisions about the application of student growth percentiles for support teachers must be made locally.</li> <li>• Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers.</li> </ul> | <p>20% or 40% of the total evaluation based on growth measures other than the SGP, depending on the application of student growth percentiles.</p> <ul style="list-style-type: none"> <li>• Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.</li> <li>• Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).</li> <li>• To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.</li> </ul> |

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

Figure 8 (continued)

| Instructional Personnel  | Application of student growth percentiles | Other growth measures  |
|--|---|--|
| <p><u>TIER 3:</u> Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available</p> | <p>Not applicable</p>                     | <p>40% of the total evaluation based on growth measures other than the SGP.</p> <ul style="list-style-type: none"> <li>• Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.</li> <li>• Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).</li> <li>• To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.</li> </ul> |

### ***Goal Setting for Student Achievement<sup>e</sup>***

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

For many teachers, measures of student performance can be directly documented. A value-added – or gain score – approach can be used that documents their influence on student learning. This approach is summarized using the equation in Figure 9.

Figure 9: *Gain Score Equation*

|  |
|--|
| <p style="margin: 0;">Student Learning End Result</p> <p style="margin: 0;">- <u>Student Learning Beginning Score</u></p> <p style="margin: 0;">Student Gain Score</p> |
|--|

Depending on grade level, content area, and learner’s ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set

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

<sup>f</sup> Copyright (2009) by James H. Stronge and Leslie W. Grant. Used with permission.

goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

### ***The Intent of Student Achievement Goal Setting***

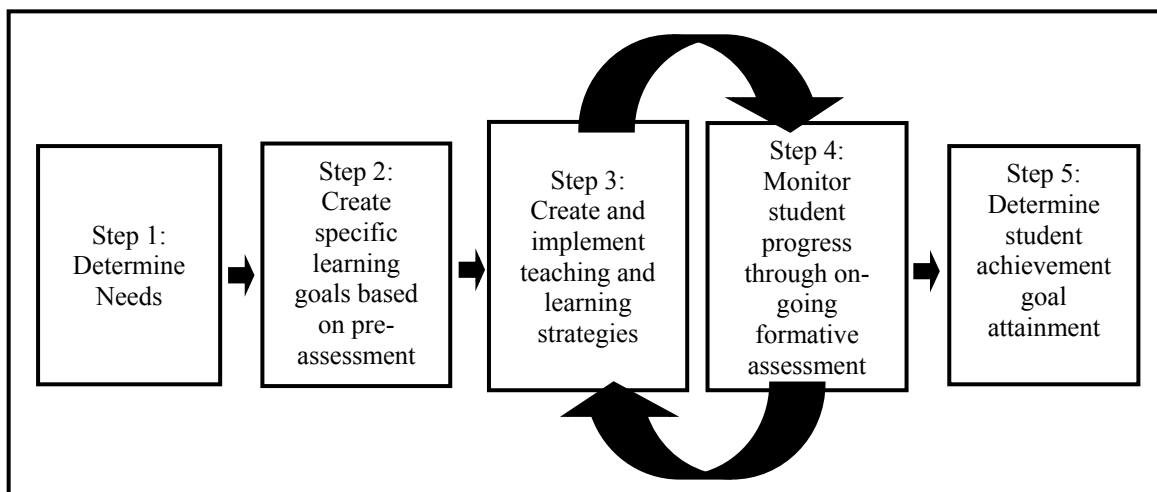
Teachers have a definite and powerful impact on student learning and academic performance.<sup>1</sup> The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement;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

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

### ***Goal Setting Process***

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 10 depicts these steps.

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



***Submission of the Goal Setting for Student Progress Form***

Each teacher, using the results of an initial assessment, sets an annual goal<sup>8</sup> for improving student achievement. Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

Figure 11: *Acronym for Developing Goals*

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

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

Figure 12: *Sample Goals*

|  |
|--|
| <b>Fourth Grade Sample Goal:</b><br>All of my students will demonstrate growth of one academic year on the Gates Reading Inventory. Also, all of my students will be reading on or above grade level by the end of this school year. |
| <b>Grade 7 Mathematics Sample Goal:</b><br>All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, all of my students will demonstrate proficiency on the Grade 7 Math SOL Test.                       |
| <b>High School English Sample Goal:</b><br>All of my Grade 12 English students will score 80% or higher on English 12 Common Assessments.  |
| <b>Middle School Self-Contained Special Education Sample Goal:</b><br>The students will increase their Brigrance Age Equivalents by an average of 6 months.  |

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluator within the first month of the school year. The *Goal Setting for Student Progress Form* (see Part III) may be used for developing and assessing the annual goal.

Student progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time. Appropriate measures of student learning gains differ substantially based on the learners' grade level, content

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<sup>8</sup> The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

area, and ability level. The following measurement tools are appropriate for assessing student progress:

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

In addition to teacher-generated measures of student performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons. Examples of data sources for monitoring student progress can be found in Figure 13.

Figure 13: *Examples of Data Sources for Monitoring Student Progress*

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

As part of the goal setting form, teachers must identify strategies by which to achieve the goal. Figure 14 provides examples of strategies teachers might select to help improve student learning.

Figure 14: *Examples of Strategies to Improve Student Learning*

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

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

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

### ***End-of-Year Review of Goal***

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

## **Alignment of Performance Standards with Data Sources**

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

Figure 15: *Aligning Multiple Data Sources with Performance Standards*

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

## RATING TEACHER PERFORMANCE

The role of a teacher requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of teachers. While the principal has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the school, other administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

### Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *exemplary* to *unacceptable*. The use of the scale enables evaluators to acknowledge effective performance (i.e., *exemplary* and *proficient*) and provides two levels of feedback for principals not meeting expectations (i.e., *developing/needs improvement* and *unacceptable*). The definitions in Figure 16 offer general descriptions of the ratings. *Note:* Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. Teachers are expected to perform at the *proficient* level.



Figure 16: *Rating Levels*

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

## Interim Evaluation

All probationary teachers will receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. Evaluators will use the *Teacher Interim Performance Report* (see Part III) and should discuss the results with the teacher at an interim evaluation conference. During the conference, evaluators should also provide mid-year feedback on the Documentation Log (including survey results) and the progress students are making toward the goal identified in the *Goal Setting for Student Progress Form*.

## Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. Teachers will be rated on all seven performance standards using a performance appraisal rubric (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Teachers are expected to perform at the *proficient* level.

Evaluators 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. The evaluator records the ratings and comments on the *Teacher Performance Summative Report* in Part III. The results of the evaluation are discussed with the teacher at a summative evaluation conference. The evaluator submits the signed *Teacher Performance Summative Report* to the Human Resource Department within 10 calendar days of completing the summative conference.

### *Single Summative Rating*

In addition to receiving a diagnostic rating for each of the seven performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee's performance. The overall summative rating will be judged to be *exemplary*, *proficient*, *developing/needs improvement*, or *unacceptable*.

Performance standards 1-6 will each be worth 10 percent of the evaluation, with Standard 7 accounting for 40 percent of the evaluation. Scores will be calculated using the following scale:

*Unacceptable* = 1

*Developing/Needs Improvement* = 2

*Proficient* = 3

*Exemplary* = 4

Figure 17 shows an example of how a cumulative summative rating will be calculated.

Figure 17: *Example of Weighted Calculations*

| <b>Principal Performance Standard</b> | <b>Performance Rating</b> | <b>Points</b> | <b>Weight</b> | <b>Weighted Total (Points x Weight)</b> |
|---------------------------------------|---------------------------|---------------|---------------|---|
| Standard 1                            | Exemplary                 | 4             | 1             | 4                                       |
| Standard 2                            | Proficient                | 3             | 1             | 3                                       |
| Standard 3                            | Proficient                | 3             | 1             | 3                                       |
| Standard 4                            | Proficient                | 3             | 1             | 3                                       |
| Standard 5                            | Proficient                | 3             | 1             | 3                                       |
| Standard 6                            | Exemplary                 | 4             | 1             | 4                                       |
| Standard 7                            | Exemplary                 | 4             | 4             | 16                                      |
| <b>Cumulative Summative Rating</b>    |                           |               |               | <b>36</b>                               |

The overall summative rating will be judged as *exemplary*, *proficient*, *developing/needs improvement*, or *unacceptable* using the following range of scores:

*Unacceptable* = 10 – 19

*Developing/Needs Improvement* = 20 – 25

*Proficient* = 26 – 34

*Exemplary* = 35 – 40

*Note:* Regardless of the overall total points earned, three or more *developing/needs improvement* ratings on individual performance standards will result in an overall rating of *developing/needs improvement* or *unacceptable*. Similarly, one *unacceptable* rating on any one performance standard may result in an overall *unacceptable* rating.

## **Evaluation Schedule**

Summative evaluations are to be completed before the last week of school for all contract types. Figure 18 details the evaluation schedules for all components of the evaluation system.

If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook).

### **Teachers New to Dinwiddie County Public Schools**

All probationary teachers are evaluated summatively during each of their first three years in the school division. Probationary teachers may receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. Teachers that are new to DCPS that were on a continuing contract in his/her former school district will be evaluated summatively during the first year in DCPS then placed on the evaluation cycle. A sample *Teacher Interim Performance Report* can be found in Part III.

### **Teachers on Continuing Contract (Veteran Teachers)**

All teachers on continuing contract receive a summative evaluation every third year. They may also receive interim evaluations near the end of years one and two of their evaluation cycle. Unannounced observations, student surveys, and Goal Setting for Student Progress are done yearly for all teachers, regardless of whether it is their summative evaluation year or not. Announced observations are done yearly for new teachers for the first three years, and every third year for veteran teachers. Documentation Logs are considered to be a work in progress and are ongoing.

## **Documentation Records**

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

DCPS created this schedule to clarify the evaluation timeline, expectations, and responsibilities.

**Figure 18: TPES Evaluation Schedule**

| Timeline  | Activity for Professional Improvement   | Task or Document   | Responsibility of |         |
|---|---|--|-------------------|---------|
|   |   |  | Administrator     | Teacher |
| During the 1 <sup>st</sup> Month                    | Establish student progress goal (all probationary and continuing contract teachers)   | <i>Goal Setting for Student Progress Form</i>  | ✓                 | ✓       |
| Before the end of the 1 <sup>st</sup> Quarter       | Observation of all <b>probationary</b> teachers   | <i>Observation Form</i>  | ✓                 |         |
| Before the end of the 2 <sup>nd</sup> Quarter       | Observation of all <b>probationary</b> teachers   | <i>Observation Form</i>  | ✓                 |         |
| Before end of the 1 <sup>st</sup> Semester          | <ul style="list-style-type: none"> <li>• Summary of Student Survey Feedback (all probationary and continuing contract teachers)</li> </ul>  | <i>Student Surveys and Student Survey Summary Form</i>   |                   | ✓       |
| Mid-year  | <ul style="list-style-type: none"> <li>• Mid-year review of student progress goal (all probationary and continuing contract teachers).</li> <li>• Probationary teachers will review documentation log</li> <li>• Interim performance evaluation of probationary teachers</li> </ul>   | <i>Goal Setting for Student Progress Form</i><br><i>Documentation Log</i><br><i>Interim Performance Report</i>   | ✓<br>✓<br>✓       | ✓<br>✓  |
| During the 2 <sup>nd</sup> Semester                 | Observation (all probationary and continuing contract teachers)   | <i>Observation Form</i>  | ✓                 |         |
| 10 calendar days prior to summative evaluation date | Submission of end-of-year review of student progress goal and documentation log (all probationary and continuing contract teachers in their summative evaluation year)  | <i>Goal Setting for Student Progress Form</i><br><i>Documentation Log</i>  | ✓<br>✓            | ✓<br>✓  |
| Before Last Week of School                          | <ul style="list-style-type: none"> <li>• Submission of end-of-year review of student progress goal (all continuing contract teachers <b>not</b> in their summative evaluation year).</li> <li>• Review documentation log</li> <li>• Interim performance evaluation (all continuing contract teachers in years one and two of the three year evaluation cycle)</li> <li>• Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year)</li> </ul> | <i>Goal Setting for Student Progress Form</i><br><i>Documentation Log</i><br><i>Teacher Interim Performance Report</i><br><i>Teacher Summative Evaluation Form</i> | ✓<br>✓<br>✓<br>✓  | ✓<br>✓  |

\*DHS and 4x4 block schedule will set goals each semester.

Figure 19: **Evaluation Cycle System – Target Dates**

| <b>Probationary</b>   | <b>Continuing Contract</b>  |   |  |
|---|---|---|--|
| New teachers years 1-3 and teachers new to division   | Year 1  | Year 2  | Year 3 - Summative   |
| <ul style="list-style-type: none"> <li>• Goal setting conference by Oct. 1</li> <li>• 2 Informal Observations with Post-conference (end of 1<sup>st</sup> &amp; 3<sup>rd</sup> 9 weeks )</li> <li>• 2 Formal Observations with Post-conference by (end of 1<sup>st</sup> &amp; 3<sup>rd</sup> 9 weeks )</li> <li>• Mid-year review with Documentation Log progress (end of 1<sup>st</sup> semester)</li> <li>• End-year review with completed Documentation Log, Summative Form, and conference (May 1<sup>st</sup>)</li> <li>• Additional observations of any type at Principal’s discretion throughout school year</li> </ul> | <ul style="list-style-type: none"> <li>• Goal setting conference by Oct. 1</li> <li>• 1 Walk-through with Post-conference (end of 1<sup>st</sup> 9 weeks)</li> <li>• 1 Informal Observation with Post-conference (end of 3<sup>rd</sup> 9 weeks)</li> <li>• Mid-year review with Documentation Log progress (end of 1<sup>st</sup> semester)</li> <li>• End-year review with Documentation Log in progress (last week of school)</li> <li>• Additional observations of any type at Principal’s discretion throughout school year</li> </ul> | <ul style="list-style-type: none"> <li>• Goal setting conference by Oct. 1</li> <li>• 1 Walk-through with Post-conference (end of 1<sup>st</sup> 9 weeks)</li> <li>• 1 Informal Observation with Post-conference (end of 3<sup>rd</sup> 9 weeks)</li> <li>• Mid-year review with Documentation Log progress (end of 1<sup>st</sup> semester)</li> <li>• End-year review with Documentation Log in progress (last week of school)</li> <li>• Additional observations of any type at Principal’s discretion throughout school year</li> </ul> | <ul style="list-style-type: none"> <li>• Goal setting conference by Oct. 1</li> <li>• 1 Informal Observation with Post-conference (end of 1<sup>st</sup> 9 weeks))</li> <li>• 1 Formal Observation with Post-conference (end of 3<sup>rd</sup> 9 weeks)</li> <li>• Mid-year review with Documentation Log progress (end of 1<sup>st</sup> semester)</li> <li>• End-year review with completed Documentation Log, Summative Form, and conference (last week of school)</li> <li>• Additional observations of any type at Principal’s discretion throughout school year</li> </ul> |
|   | Principals have the right to move a teacher to Summative at any time.   |   | *Any teacher placed on Performance Improvement Plan, will be moved to Year 3 Summative at any time!  |

## IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in TPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of “unacceptable” performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 19 shows the differences between the two processes.

Figure 20: *Tools to Increase Professional Performance*

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

\*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee’s progress.

## Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for conversations with the teacher are shown in Figure 20.

Figure 21: *Sample Prompts*

### ***Sample Prompts for the Initial Conversation***

What challenges have you encountered in addressing \_\_\_\_\_ (tell specific concern)?  
What have you tried to address the concern of \_\_\_\_\_ (tell specific concern)?  
What support can I or others at the school/worksite provide you?

### ***Sample Prompts for the Follow-Up Conversation***

Last time we met, we talked about \_\_\_\_\_ (tell specific concern). What has gone well?  
What has not gone as well?

## Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* in Part III).

A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. A teacher who receives two or more "Not Evident" ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:



- a rating of “developing/needs improvement” on **two or more** performance standards, or
- a rating of “unacceptable” on **one or more** performance standards or an overall rating of “unacceptable.”

### ***Implementation of Performance Improvement Plan***

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

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

Assistance may include:

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

### ***Resolution of Performance Improvement Plan***

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

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated *proficient*
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *developing/needs improvement*.
- Little or no improvement has been achieved; the teacher is rated *unacceptable*.

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

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

### ***Request for Review of an Unacceptable Rating***

The teacher may request a review of the evidence in relation to an *unacceptable* rating received on a summative evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

# PART II: PERFORMANCE STANDARDS

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

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

### Sample Performance Indicators

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

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

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

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

## Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

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

## **Performance Standard 2: Instructional Planning**

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

### **Sample Performance Indicators**

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

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

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

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Constructs a blueprint of how to address the curriculum during the instructional time.<sup>8</sup>
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.<sup>9</sup>

### **Performance Standard 3: Instructional Delivery**

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

#### **Sample Performance Indicators**

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

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

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

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

#### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Stays involved with the lesson at all stages.<sup>10</sup>
- Uses a variety of instructional strategies.<sup>11</sup>
- Uses research-based strategies to make instruction student-centered.<sup>12</sup>
- Involves students in cooperative learning to enhance higher-order thinking skills.<sup>13</sup>
- Uses students' prior knowledge to facilitate student learning.<sup>14</sup>
- Possesses strong communication skills,<sup>15</sup> offering clear explanations and directions.<sup>16</sup>
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.<sup>17</sup>
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.<sup>18</sup>

#### **Performance Standard 4: Assessment of and for Student Learning**

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

#### **Sample Performance Indicators**

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

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

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

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

## Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Offers regular, timely, and specific feedback<sup>19</sup> and reinforcement.<sup>20</sup>
- Gives homework and offers feedback on the homework.<sup>21</sup>
- Uses open-ended performance assignments.<sup>22</sup>
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>23</sup>
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.<sup>24</sup>



## **Performance Standard 5: Learning Environment**

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

### **Sample Performance Indicators**

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

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

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

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Cares about students as individuals and makes them feel valued.<sup>25</sup>
- Adapts teaching to address student learning styles.<sup>26</sup>

- Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>27</sup>
- Is culturally competent.<sup>28</sup>
- Seeks to know about the cultures and communities from which students come.<sup>29</sup>

## **Performance Standard 6: Professionalism**

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

### **Standard 6 Sample Performance Indicators**

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

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

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

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

## Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Recognizes the levels of involvement, ranging from networking to collaboration.<sup>30</sup>
- Uses multiple forms of communication between school and home.<sup>31</sup>
- Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>32</sup>
- Is culturally competent.<sup>33</sup>
- Seeks to know about the cultures and communities from which students come.<sup>34</sup>

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

**Performance Standard 7: Student Academic Progress**  
*The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

**Sample Performance Indicators**

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

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

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

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

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

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

# PART III: FORMS AND LOGS

## INTRODUCTION

Part III contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Student Progress Goal Setting Form*, *Teacher Documentation Log Cover Sheet*, *Observation Forms*, *Summative Evaluation Form*, and *Performance Improvement Plan* (if needed).

Figure 22: *Forms and Logs*

| Form   | Documentation Completed by |                |
|--|----------------------------|----------------|
|  | <i>Evaluator</i>           | <i>Teacher</i> |
| Goal Setting for Student Progress Form                                   | ✓                          | ✓              |
| Observation Forms  | ✓                          |                |
| Documentation Log Cover Sheet (and other artifacts)                      |                            | ✓              |
| Student Surveys<br>K-2 Survey<br>3-5 Survey<br>6-8 Survey<br>9-12 Survey |                            | ✓              |
| Student Survey Summary Form<br>(must be included in Documentation Log)   |                            | ✓              |
| Interim Performance Report   | ✓                          |                |
| Summative Evaluation Report  | ✓                          |                |
| Performance Improvement Plan (if needed)                                 | ✓                          |                |





## Goal Setting for Student Progress Form

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

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

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

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

*Initial Goal Submission (due by 10/1 to the evaluator)*

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

**Approval of Goal**

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

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

**Feedback from Staff on Goal**

Strengths:

Areas for Improvement:

Next Steps:

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

**Signatures**

Sign form after formative feedback has been provided from staff and goal has been revised, if necessary.

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

*Evaluator's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_



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

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

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**End-of-Year Review**

Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth  Yes  No

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_



# Classroom Observation Form

**Formal Observation**

**Informal Observation**

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

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

Date Observed \_\_\_\_\_

Time (Start/End) \_\_\_\_\_

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

Renewal Year \_\_\_\_\_

The teacher is:  Probationary  Continuing Contract  
License Type:  Probationary  CP  PGP  
Evaluation Cycle:  Year 1  Year 2  Year 3  Probationary

## **Classroom Snapshot**

When I walked in, the teacher was

The lesson focus was

The students worked as:  A small group  Pairs  Individuals

The learner role was:  Listening  Writing  Reading  Manipulating materials  Speaking  
 Other

### **1. Professional Knowledge**

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

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

*Evidence:*

### **2. Instructional Planning**

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

- 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.

*Evidence:*

### 3. Instructional Delivery

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

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

*Evidence:*

### 4. Assessment of and for Student Learning

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

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

*Evidence:*

### 5. Learning Environment

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

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

*Evidence:*

**6. Professionalism**

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

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

*Evidence:*

**7. Student Academic Progress**

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

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

*Evidence:*

**Additional Comments:**

Teacher’s Name \_\_\_\_\_

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

Observer’s Name \_\_\_\_\_

Observer’s Signature \_\_\_\_\_ Date \_\_\_\_\_



## Observation/Document Review Form (Optional)

**Directions:** Evaluators use this form to document the required annual observations of the teacher. 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 teacher.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Class/Time: \_\_\_\_\_

Documentation Log Review: \_\_\_ Yes \_\_\_ No

|                           |                    |
|---------------------------|--------------------|
| 1: Professional Knowledge | Specific Examples: |
| 2: Instructional Planning | Specific Examples: |
| 3: Instructional Delivery | Specific Examples: |

|   |                    |
|---|--------------------|
| 4: Assessment of and for Student Learning | Specific Examples: |
| 5: Learning Environment                   | Specific Examples: |
| 6: Professionalism                        | Specific Examples: |
| 7: Student Academic Progress              | Specific Examples: |

Observer's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_



**1: Professional Knowledge**

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

**2: Instructional Planning**

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

**3: Instructional Delivery**

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

**4: Assessment of and for Student Learning**

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



**5: Learning Environment**

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

**6: Professionalism**

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

**7: Student Academic Progress**

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







## Pre-Observation Conference Record (Optional)

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

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

Conference Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

| Inquiries   | Notes |
|---|-------|
| 1. Describe the lesson that will be observed. <ul style="list-style-type: none"> <li>• The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned?</li> <li>• What have/will you have done instructionally with students in the days prior to the observation?</li> </ul> |       |
| 2. Describe the population of the class.  |       |
| 3. What will be observed?   |       |
| 4. What instructional methods will be used?   |       |
| 5. What would you like to be highlighted in this lesson?  |       |
| 6. What do you believe to be any areas of concern?  |       |



## Teacher Documentation Log Cover Sheet

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_ - \_\_\_\_\_

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



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



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

\* indicates a required item





## Communication Log

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_

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



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## Professional Development Log

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_

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



























## Grade K-2 Student Survey

**Directions:**

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

Teacher \_\_\_\_\_ Date \_\_\_\_\_

|  | Yes   | Some-<br>times  | No  |
|--|---|---|---|
| 1. My teacher listens to me.                     |    |    |    |
| 2. My teacher gives me help when I need it.      |    |    |    |
| 3. I learn new things in my class.               |   |   |   |
| 4. I know what the rules are in my class.        |  |  |  |
| 5. I am able to do the work my teacher gives me. |  |  |  |
| 6. I am happy when I am in class.                |  |  |  |
| *  |  |  |  |
| *  |  |  |  |

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



† #

## Grade 3-5 Student Survey

### **Directions:**

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

Teacher \_\_\_\_\_

School Year \_\_\_\_\_

|   | Yes | Some-<br>times | No |
|---|-----|----------------|----|
| My teacher listens to me.   |     |                |    |
| My teacher gives me help when I need it.                              |     |                |    |
| I am able to do the work given to me.                                 |     |                |    |
| Students are respectful to each other in my class.                    |     |                |    |
| I feel free to ask and answer questions.                              |     |                |    |
| My teacher helps me understand things when I make mistakes.           |     |                |    |
| My teacher shows respect to all students.                             |     |                |    |
| My teacher helps me to be organized.                                  |     |                |    |
| My teacher allows me to demonstrate my learning in a variety of ways. |     |                |    |
| *   |     |                |    |
| *   |     |                |    |

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





## Grade 6-8 Student Survey

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

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

| Teacher's Name  | School Year | Class/Period |                |       |          |                   |                |
|---|-------------|--------------|----------------|-------|----------|-------------------|----------------|
|   |             |              | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable |
| My teacher gives clear instructions.                                  |             |              |                |       |          |                   |                |
| My teacher helps me to be organized.                                  |             |              |                |       |          |                   |                |
| The amount of homework in this class is about right.                  |             |              |                |       |          |                   |                |
| My teacher returns my work within a few days.                         |             |              |                |       |          |                   |                |
| My teacher sets high learning standards for the class.                |             |              |                |       |          |                   |                |
| My teacher allows me to demonstrate my learning in a variety of ways. |             |              |                |       |          |                   |                |
| My teacher helps me outside of class time when needed.                |             |              |                |       |          |                   |                |
| My teacher handles classroom disruptions well.                        |             |              |                |       |          |                   |                |
| My teacher shows respect to all students.                             |             |              |                |       |          |                   |                |
| My teacher is respectful to my culture.                               |             |              |                |       |          |                   |                |
| I feel my teacher values me as a person.                              |             |              |                |       |          |                   |                |
| I feel comfortable sharing my ideas in class.                         |             |              |                |       |          |                   |                |
| *   |             |              |                |       |          |                   |                |
| *   |             |              |                |       |          |                   |                |

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



## Grade 9-12 Student Survey

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

|   | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable |
|---|----------------|-------|----------|-------------------|----------------|
| My teacher communicates clearly.                                      |                |       |          |                   |                |
| My teacher is knowledgeable about the subject area he/she teaches.    |                |       |          |                   |                |
| The workload in this class is manageable.                             |                |       |          |                   |                |
| My teacher gives feedback on work and exams in a timely manner.       |                |       |          |                   |                |
| I get helpful feedback from my teacher.                               |                |       |          |                   |                |
| My teacher handles classroom disruptions effectively.                 |                |       |          |                   |                |
| My teacher allows me to demonstrate my learning in a variety of ways. |                |       |          |                   |                |
| I feel challenged in this class.                                      |                |       |          |                   |                |
| I feel comfortable sharing my ideas in class.                         |                |       |          |                   |                |
| My teacher helps me outside of class time when needed.                |                |       |          |                   |                |
| My teacher shows respect to all students.                             |                |       |          |                   |                |
| My teacher respects my culture.                                       |                |       |          |                   |                |
| I feel my teacher values me as a person.                              |                |       |          |                   |                |
| *   |                |       |          |                   |                |
| *   |                |       |          |                   |                |

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

Comments:



## Student Survey Summary

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Teacher's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade(s) \_\_\_\_\_ Subject(s): \_\_\_\_\_

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

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received (#1 divided into #2)?  
\_\_\_\_\_ %

### ***Student Satisfaction Analysis***

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).
5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).
6. Analyze survey responses and answer the following questions:
  - A) What did students perceive as your major strengths?
  - B) What did students perceive as your major weaknesses?
  - C) How can you use this information for continuous professional growth?

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

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## Teacher Interim Performance Report

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**Teacher** \_\_\_\_\_

**School Year(s)** \_\_\_\_\_

**Grade/Subject** \_\_\_\_\_

**School** \_\_\_\_\_

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

**Strengths:**

**Areas of Improvement:**

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

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

Evaluator's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

**1. Professional Knowledge**

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations 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.

*Evidence:*

Evident       Not Evident

**2. Instructional Planning**

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

- 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.

*Evidence:*

Evident       Not Evident

**3. Instructional Delivery**

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

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

*Evidence:*

Evident       Not Evident

**4. Assessment of and for Student Learning**

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

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

*Evidence:*

Evident       Not Evident

**5. Learning Environment**

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

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

*Evidence:*

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.*

- 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.

*Evidence:*

Evident       Not Evident

**7. Student Academic Progress**

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

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

*Evidence:*

Evident       Not Evident



## Teacher Summative Performance Report

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

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

**Renewal Year:** \_\_\_\_\_ **Contract Status**    Probationary    Continuing Contract

**License Type:**    Probationary    Collegiate Professional    Post Graduate Professional

**Evaluation Cycle:**    Probationary    Year 1    Year 2    Year 3

**Documentation Reviewed:**    Teacher Documentation Log    Goal Setting Form    Observation Form  
 Other \_\_\_\_\_

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

### Performance Standard 1: Professional Knowledge

| <b>Exemplary</b><br><i>In addition to meeting the standard...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>  | <b>Developing/Needs Improvement</b>   | <b>Unacceptable</b>  |
|---|---|---|--|
| In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum. | 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. |
| <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   |
| <i>Evidence:</i>  |   |   |  |



**Performance Standard 2: Instructional Planning**

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

**Performance Standard 3: Instructional Delivery**

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



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

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

**Performance Standard 5: Learning Environment**

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

**Performance Standard 6: Professionalism**

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

**Performance Standard 7: Student Academic Progress**

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

## Evaluation Summary

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.) If the teacher receives an Overall Evaluation Summary Performance Rating of Unacceptable, then he/she will be recommended for dismissal/non-renewal.

### Commendations:

### Areas Noted for Improvement:

### Teacher Improvement Goals:

| Teacher Performance Standard | Performance Rating | Points | Weight  | Weighted Total |
|------------------------------|--------------------|--------|---|----------------|
| Standard 1                   |                    |        | 1   |                |
| Standard 2                   |                    |        | 1   |                |
| Standard 3                   |                    |        | 1   |                |
| Standard 4                   |                    |        | 1   |                |
| Standard 5                   |                    |        | 1   |                |
| Standard 6                   |                    |        | 1   |                |
| Standard 7                   |                    |        | 4   |                |
|                              |                    |        | <b>Summative Rating<br/>(sum of weighted contributions)</b> |                |

**Key**

| Performance Rating           | Points |
|------------------------------|--------|
| Exemplary                    | 4      |
| Proficient                   | 3      |
| Developing/Needs Improvement | 2      |
| Unacceptable                 | 1      |

| Total Points | Overall Rating               |
|--------------|------------------------------|
| 10-19        | Unacceptable                 |
| 20-25        | Developing/Needs Improvement |
| 26-34        | Proficient                   |
| 35-40        | Exemplary                    |

**Overall Evaluation Summary Criteria**

- EXEMPLARY   
  PROFICIENT   
  DEVELOPING/  
NEEDS IMPROVEMENT   
  UNACCEPTABLE  
 Due to three or more  
*Developing/Needs  
 Improvement* or one or more  
*Unacceptable* ratings on  
 performance standards

\_\_\_\_\_  
*Employee's Signature/Date*

\_\_\_\_\_  
*Administrator's Signature/Date*





## Performance Improvement Plan

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

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

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

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

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

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

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

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

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

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

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

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

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## Endnotes

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  - <sup>2</sup> Tucker, P. D. & Stronge, J. H. (2005).
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