

TEACHER PERFORMANCE EVALUATION PROGRAM HANDBOOK 2012-2013

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Schools Department of
Human Resources

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FOREWORD

The transforming power of an effective teacher is something almost all of us have experienced and understand on a personal level. If we were particularly fortunate, we had numerous exceptional teachers who made learning an adventure and school an exciting and vibrant place. Those teachers possessed a passion for the subjects that they taught and genuine care for the students with whom they worked. They inspired us to explore new ideas, to think deeply about the subject matter and the world around us, to take on more challenging work, and even to pursue careers in a particular field of study.

We believe – and we now know empirically – that of all school-related factors, teachers have the greatest impact on student success. Ultimately, however, the value and validity of claims that teachers matter most rest on the evidence that supports the claims. Do teachers make a difference in children’s lives? If so, how much and how important are those differences? Is the impact of an effective teacher durable? Can reform succeed without, first, addressing teacher effectiveness?

Based on questions such as those posed above, there is renewed interest in the role of teacher evaluation as a fundamental aspect of school improvement. To a large extent, this interest in teacher evaluation comes from the realization that any significant improvement in schooling must have the teacher at its heart. And, just as there is a rational connection between school improvement and teacher performance, there is a necessary and rational connection between teacher improvement and teacher evaluation. So why bother with evaluating teacher effectiveness? It’s because teachers matter extraordinarily to student learning. Without capable, highly effective teachers in America’s classrooms, no educational reform effort can possibly succeed. Moreover, without high quality evaluation systems, we cannot know if we have high quality teachers.

The primary purpose of the FCPS’ *Teacher Performance Evaluation System* is to help both teachers and their evaluators collect more comprehensive and accurate assessment data for judging teacher effectiveness and, then, to support quality teaching everyday in every classroom. The only way I know that schools can improve student achievement is to improve teacher effectiveness. If we can succeed in recruiting, supporting, assessing, and keeping capable teachers, we will go a great distance in improving our schools and, in turn, substantially embellishing the learning opportunities of students. It is to these ends that I trust the Fairfax teacher evaluation system will serve a viable and enduring role.^a

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^a The contents within the Foreword are adapted from a variety of publications by J.H. Stronge

REGULATIONS

The following FCPS regulations provide guidelines and procedures related to duties, responsibilities, and rights of employees related to performance and assessment.

Regulation 4440 – establishes the standards and procedures by which employees are evaluated

Regulation 4428 – establishes procedures for the use of the student opinion survey in teacher evaluation

Regulation 4461 – governs the grievance procedure

Regulation 4293 – defines grounds for dismissal

This handbook, which supplements the listed regulations, is intended as a reference for procedures and assessment tools utilized for the performance assessment and evaluation of teachers in Fairfax County Public Schools. Evaluators may make minor adjustments to the handbook's procedures and tools as necessary. Deviations from this handbook shall not result in the invalidation of a performance rating in as much as the evaluation substantially complies with the provisions of this handbook.

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The Fairfax County Public Schools (FCPS) Teacher Evaluation Program was developed in accordance with the *Guidelines for Uniform Performance Standards and Evaluation* adopted by the Virginia Board of Education in 2011. The FCPS Teacher Evaluation Program supports our district's student achievement goals and our "sentence" that "In Fairfax County Public Schools, all schools will establish Professional Learning Communities that employ best practices to raise the bar for all students and close the achievement gap." This system provides a balance between structure and flexibility or in PLC terms "tight and loose." The evaluation program is "tight" or prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it's "loose" in that 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 to improve student academic progress and educator effectiveness.

Purposes and Characteristics

The primary purposes of the FCPS Teacher Evaluation Program are to:

- Implement a performance evaluation system that supports a positive working environment featuring communication between the teacher and evaluator that promotes continuous professional growth and improved student outcomes.
- Promote self-growth through a variety of opportunities such as goal-setting, reflection, action research and professional development plans that contribute to instructional effectiveness and overall professional performance.
- Provide timely, constructive feedback to teachers to improve the quality of instruction and ensure accountability for classroom performance and teacher effectiveness.
- Support induction, staff development, leadership development, recognition, retention, and selection of staff.
- Support collaborative teams and processes that contribute to successful achievement of goals and objectives defined in the school division's education plan.

The distinguishing characteristics of the FCPS Teacher Evaluation Program are:

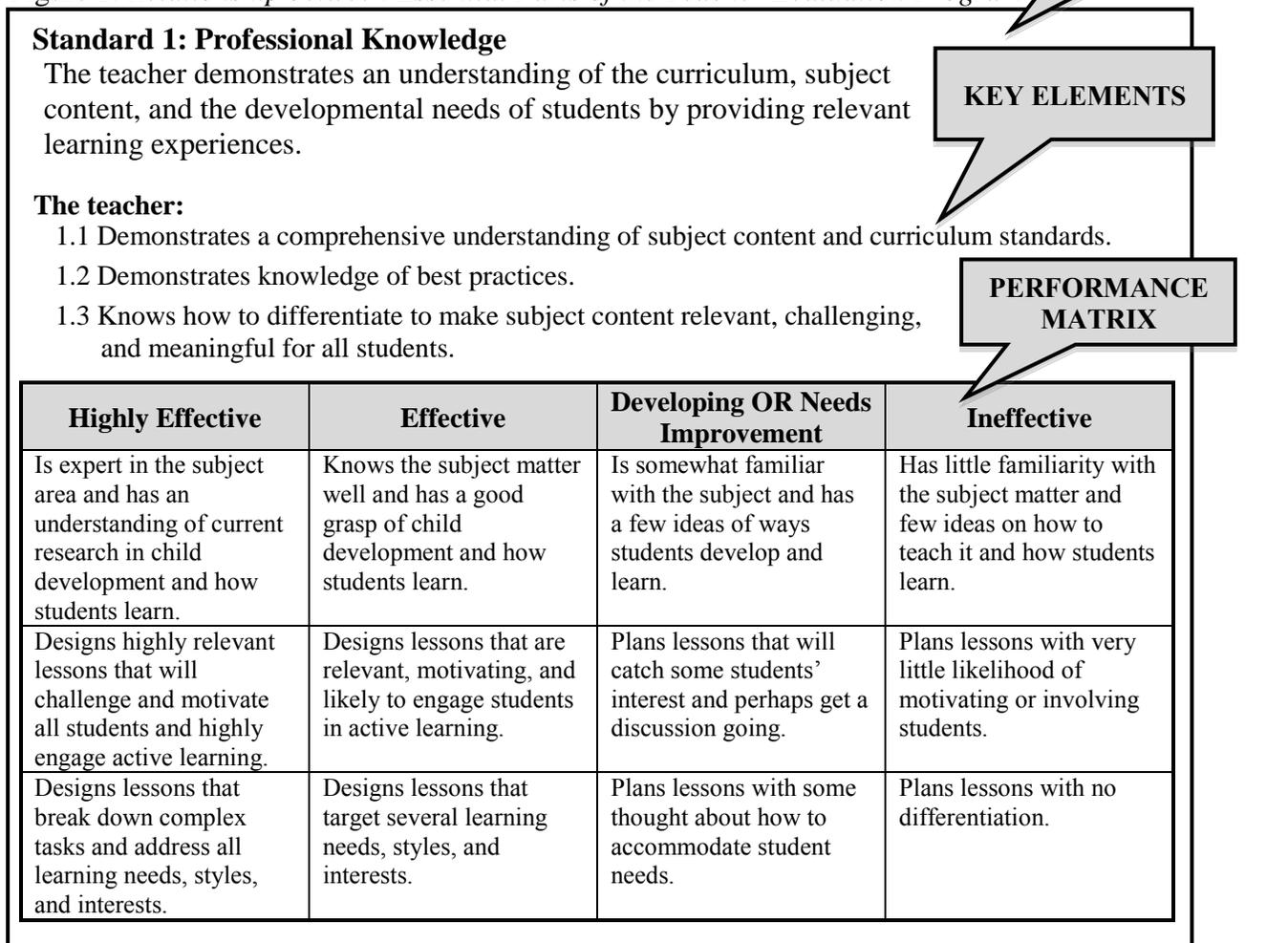
- a focus on the relationship between professional performance and improved learner academic achievement,
- sample key elements for each of the teacher performance standards,
- matrices for the seven standards that describe four levels of teacher performance

- 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 the Teacher Evaluation Program

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

Figure 1: Relationship between Essential Parts of the Teacher Evaluation Program



Performance Standards

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

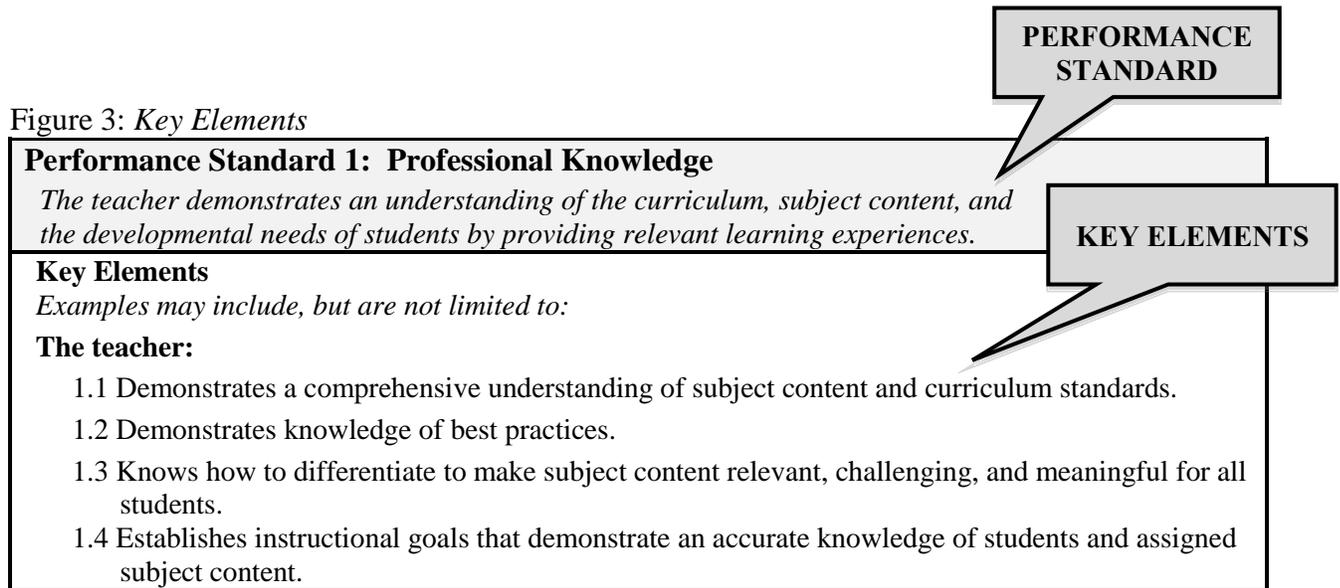
1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
2. Instructional Planning The teacher plans using the Virginia Standards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

Key Elements

Key elements provide examples of observable, tangible behaviors for each standard (see Part II). That is, the key elements are examples of the types of performance that will occur if a standard is being successfully met. **Note:** The list of key elements 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 key element.

Using Standard 1 (Professional Knowledge) as an example, a set of teacher key elements is provided in Figure 3.

Figure 3: *Key Elements*



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

Performance Matrices

The performance matrix 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. Each level is intended to be qualitatively superior to all lower levels. **Note:** *Effective* is the expected level of performance. Teachers who earn a *highly effective* rating must meet the requirements for the *effective* level and go beyond it.

Performance matrices are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. The matrices are designed to provide a holistic view of teacher performance; they are not designed to be used as a checklist. Part II includes matrices related to each performance standard. Figure 4 shows an example of a performance matrix for Standard 1, Professional Knowledge.

Figure 4: *Performance Matrix for Standard 1, Professional Knowledge*

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is expert in the subject area and has an understanding of current research in child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
Designs highly relevant lessons that will challenge and motivate all students and highly engage active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought about how to accommodate student needs.	Plans lessons with no differentiation.
Projects high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students.
Actively embeds a "growth" mindset so that students take risks, learn from mistakes, and understand that effective effort leads to achievement.	Conveys to students that effective effort, not innate ability, is the key.	Doesn't counteract student misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
Continually grabs student interest and makes connections to prior knowledge, experience, and reading.	Activates student prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks student interest or makes connections to their lives.

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

Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that the evaluation program is executed faithfully and effectively in the school or work location. 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. **Note:** Timely feedback in FCPS implies that the evaluator has communicated in writing with the teacher within two weeks and up to 30 calendar days of an observation or other data collected.

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.

Self-Assessment

Self-assessment allows teachers to reflect upon and assess the effectiveness and adequacy of their performance, and is a key component for self-improvement. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.¹ Evidence suggests that self-assessment is a critical component of the evaluation process and can help a teacher to target areas for professional development.

Therefore, at the beginning of each school year all teachers scheduled to receive a summative evaluation will complete a self-assessment (see *Teacher Self-Assessment* form, Part III) noting their perceived areas of strengths, growth, and development on the seven performance standards. Teachers will share their perceptions with their evaluators during the self-assessment and goal setting conference at the beginning of the year. **Note:** The actual *Teacher Self-Assessment* form is not used as data source for the teacher’s evaluation; however, the evaluator’s written documentation from the conference may be used as a data source.

Data Sources

The data sources briefly described in Figure 5 provide accurate feedback on teacher performance. These sources may be used as part of the data collection process.

Figure 5: *Data Sources for Teacher Evaluation*

Data Source	Definition
Observations	Formal and informal classroom observations focus directly on the performance standards. Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators conduct formal, informal, and mini observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Documentation Log	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.

Student Opinion Surveys	These surveys provide data to the teacher which can influence teacher strategies in several of the standards. Teachers have the option of sharing their survey results. High school evaluators may require the use of student opinion surveys. Additionally, high school teachers may survey their students. Student surveys are used at grades 9-12 for 2012-13.
Structured Interview	An interview designed to gather information from the teacher about performance as related to the seven standards.
Other Relevant Information	Other relevant information pertaining to teacher performance may include, but are not limited to, written communication about the teacher, patterns of discipline referral and follow-up, requests for student placement, conference notes, and a review of records. Observations may include a review of teacher products or artifacts and a review of student data. Data can be used for assessment provided they are shared with the teacher.
Measures of Student Progress	Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

Observations

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. Evaluators are encouraged to conduct observations by observing instruction and non-instructional activities at various times throughout the evaluation cycle.

Direct classroom observation can be a useful way to collect information on teacher performance and can provide key information to determine whether a teacher is meeting expectations for various performance standards. Classroom observations may be formal or informal. Although there is no specified duration of formal observations, it is highly recommended that the evaluator remain for the amount of time necessary to observe a complete lesson with a lesson transition.

Informal and mini classroom observations are generally unannounced visits of short duration. Informal classroom observations will be documented using one of the informal observation forms shown in Part III. **Note:** Evaluators are required to conduct a minimum of three informal classrooms / mini-observations of each teacher during the summative evaluation year.

During a formal observation, the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically of a teacher who is presenting a lesson to or interacting with students. The observation will be documented using the one of the formal observation forms shown in Part III. A pre-conference may be conducted at the request of the teacher or the evaluator. A preconference is strongly encouraged for teacher on an annual contract. All formal observations will include a post-observation conference for the evaluator to provide feedback to the teacher. During the session the evaluator reviews all information summarized on the observation form as well as any other applicable documentation. **Note:** Evaluators are required to conduct one formal observation of each teacher during the summative evaluation year.

A copy of the observation form is given to the teacher, and one copy should be maintained in the local site file for the entire evaluation cycle to document professional growth and development.

Documentation Log

The purpose of the Documentation Log is to provide evidence of performance related to specific standards. The evaluator will determine which artifacts are required to be submitted by the teacher and will discuss this at the goal-setting conference. 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.

Evaluators will review the Documentation Log for the summative evaluation year. Additionally, teachers on annual contracts will meet with administrators and/or evaluators to review their Documentation Log during the midyear conference. 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 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),

- is reviewed at midyear and end-of-year by the evaluator for annual contract teachers and during the summative evaluation year for continuing contract teachers; however, it should be available for review at evaluator’s request ,
- should be user-friendly (neat, organized),
- remains in teacher’s possession except when reviewed by the evaluator, and
- may be retained by FCPS.

Figure 6 shows examples of items that may be included in the Documentation Log. This is not a comprehensive list. **Note:** teachers must include a minimum of one and no more than three artifacts for each of the seven standards (the total equaling 7 to 21).

Figure 6: *Sample Items in a Documentation Log*

Standards	Examples of Evidence
1. Professional Knowledge	May include: <ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher
2. Instructional Planning	May include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> ○ Sample lesson or unit plan ○ Course syllabus ○ Intervention plan ○ Substitute lesson plan ○ Annotated learning objectives
3. Instructional Delivery	May include: <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units
4. Assessment of and for Student Learning	May include: <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessments • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: <ul style="list-style-type: none"> ○ Brief report describing your record keeping system and how it is used to monitor student progress ○ Copy of scoring rubrics ○ Photographs or photocopies of student work with written comments ○ Samples of educational reports, progress reports or letters prepared for parents or students ○ Copy of disaggregated analysis of student achievement scores on standardized test ○ Copy of students’ journals of self-reflection and self-monitoring

5. Learning Environment	May include: <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures
6. Professionalism	May include: <ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: <ul style="list-style-type: none"> ○ Copy of classroom newsletter or other parent information documents ○ Sample copy of interim reports
7. Student Academic Progress	Student Achievement Goal Setting Document strategies may be revised at midyear through a collaborative discussion between the evaluator and the teacher.

Student Opinion Surveys

The purpose of the student opinion survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, it is to provide feedback directly to the teacher for growth and development. The student opinion survey is conducted anonymously and may provide information that may not be accurately obtained in observations. **Note:** For the 2012-13 school year, student opinion surveys can be used by teachers of grades 9-12.

High school evaluators may require the use of student opinion surveys. When utilized, the survey is administered during the final month of one- and two-semester courses for at least one section of each course taught. Surveys may be administered at additional times. Teachers are free to add questions regarding specific classes or topics not covered in the sample survey. Information from the survey is confidential; however, teachers are free to present the results to their principal or program manager as they choose. The teacher may choose to include a summary of the survey data in the Documentation Log. A sample *Survey Summary* Form is provided in Part III.

Structured Interview

The structured interview is designed to gather information about how a teacher's duties are performed. Part III has sample questions evaluators may wish to use for this interview; however evaluators are free to create questions of their own. Evaluators should select one or two questions pertaining to each standard. The evaluator will provide a specified period of time (e.g., two weeks) for the teacher to respond in writing to the questions provided. The evaluator will consider the responses, conduct a conference, and provide written feedback to the teacher. The

structured interview may be a component of the self-assessment conference at the beginning of the year. The questions may also be used at any other time.

Other Relevant Information

In addition, evaluators may use other relevant information pertaining to teacher performance as long as it is shared with the teacher in writing. Such information could include but are not limited to: written communication about the teacher such as letters from parents, volunteers, business, and community representatives; citations from organizations; and memos from school system personnel. Other relevant information that may be used includes patterns of discipline referral and follow-up, requests for student placement, and conference notes. A review of records may also provide relevant information. These records could include a teacher's plan book, grade book, portfolios, teacher-prepared materials, grading policy, class management plan, and student records.

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 require 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. **Note:** FCPS will NOT use student growth percentiles during the 2012-2013 school year.
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. **Note:** During the 2012-2013 school year, FCPS has been approved to account for the entire 40 percent of the teacher's evaluation using these alternative measures.

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.^b 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. Additional information about SGPs may be found in *Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (2011)*. As previously noted, FCPS will not be using SGPs during the 2012-2013 school year.

Alternative Measures

Quantitative measures of growth based on validated achievement measures that already are being used within FCPS 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. See Appendix B for a list of possible assessments.

Goal Setting for Student Achievement^c

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. **Note:** FCPS will use goal setting as the alternative measure to document student progress; goal setting will account for 40 percent of the teacher's evaluation in standard 7.

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^d* 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 7.

^b 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-UsingAssessmentData4-29-10.pdf>.

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Figure 7: *Gain Score Equation*

Student Learning End Result
- <u>Student Learning Beginning Score</u>
Student Gain Score

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

The Intent of Student Achievement Goal Setting

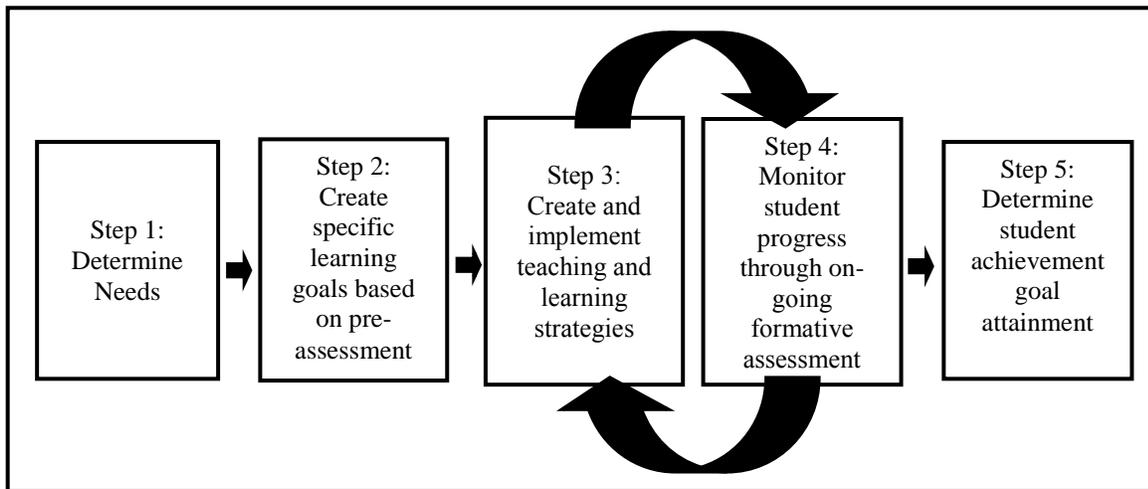
Teachers have a definite and powerful impact on student learning and academic performance.² The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and ultimately
- increase student achievement.³

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 in collaboration with the evaluator 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, the evaluator's summative judgment is made regarding student learning for a specific period of time. Figure 8 depicts these steps.

Figure 8: *Student Achievement Goal Setting Process*⁴



Submission of the Goal Setting for Student Progress Form

Each FCPS teacher, using assessment results sets an annual goal^o 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 FCPS acronym SMARTR (Figure 9) is a useful way to self-assess a goal’s feasibility and worth.

Figure 9: *FCPS Acronym for Developing Goals*

S trategic and S pecific	Aligned with school-wide goals and focused on specific learning needs of all students
M easurable	Quantitative, observable, consistent measure for grade level
A ttainable	Doable yet challenging
R esults-oriented	Identifies specific outcomes or targets for student achievement
T ime bound	Establishes a sense of priority or urgency for goal attainment
R igorous	Has an appropriate level of rigor to demonstrate mastery of learning objective

Figure 10 contains samples of the goals that teachers may develop. The samples are intended to serve as models for how goals may be written.

^o 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.

Figure 10: *Sample Goals*

5th Grade Writing Sample Goal:

By March, all students will make measureable progress in the area of written expression and usage and mechanics. For each reporting category, using the school developed rubric, all students will improve, at a minimum within each reporting category:

- Students with a score point of 1 will increase to a score point of 3.
- Students with a score point of 2 will increase to a score point of 3.
- Students with a score point of 3 will increase to a score point of 4.
- Students with a score point of 4 will maintain high performance.
- Students with a score point of 4 in both reporting categories will begin writing in another genre.

Grade 7 Mathematics Sample Goal:

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

High School Studio Art Sample Goal:

During the school year, Studio Art and Design 1 Period 3 students will improve in interpreting and judging a theme related topic and in using it as subject matter in artworks. By the end of the year 80 % of the students will be on or above grade level as measured by the rubric and 20% will show progress by moving up one level on the rubric scale.

Middle School Special Education Teacher Sample Goal:

During the 2012-2013 school year, each of my sixth-grade students will improve reading as measured by an online reading assessment. Those with baseline scores at third grade and below will improve at least 1.5 grade levels; those with baseline scores at fourth or fifth grade will improve at least 1.2 grade levels. (Note: Goals will align with the Present Level of Performance within students' Individual Education Plans.)

Teachers complete a draft of their SMARTR goal. The teacher's SMARTR goal must be specific to the students who the teacher will directly impact/teach. The SMARTR goal may reflect a collaborative learning team (CLT) goal based on the analysis of the team's assessment of their data. The teacher schedules a meeting with their evaluator to look at the available data from performance measures and discuss the proposed goal. **Note:** Teachers and evaluators may need two goal-setting conferences to finalize the goal. The final goal must be approved by the evaluator by the end of October. The *Goal Setting for Student Progress* Form (see Part III) should 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 midyear, where they are at the end of the year, and student growth over time. Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- school adopted interim/common/benchmark assessments,

- teacher developed tests when created with a group of content experts, and
- performance-based measures (e.g., learner portfolio, recitation, rubrics, 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 Appendix B.

As part of the goal setting form, teachers must identify strategies by which to achieve the goal. Figure 11 provides examples of strategies teachers might select to help improve student learning.

Figure 11: *Examples of Strategies to Improve Student Learning*

- | |
|---|
| <ul style="list-style-type: none"> • Modified teaching/work arrangement • Cooperative planning in CLTs with colleagues such as instructional coach, grade level team members, department members • Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors • Visits to other classrooms • Use of best practices/instructional strategies (e.g., differentiation, cooperative learning, appropriate instructional resources) • Focused classroom observation • Development of curricular supplements • Completion of workshops, conferences, coursework • Co-teaching; collaborative teaching |
|---|

Midyear Review of Goal

A midyear review of progress on the goal is held during their summative evaluation year. At the evaluator’s discretion, this review may be conducted through CLTs, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. It is the evaluator’s responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the evaluator, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. The evaluator may prepare a draft summative evaluation if test or other student results are delayed. The evaluator 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 Academic Progress entails a review of the goal set). Therefore, multiple data sources are used. Please see Appendix B for a list of data sources and sample artifacts aligned by standard. This is not an all-inclusive listing.

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 site administrator 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 *highly effective* to *ineffective*. The use of the scale enables evaluators to acknowledge effective performance (i.e., *highly effective* and *effective*) and provides two levels of feedback for teachers not meeting expectations (i.e., *developing OR needs improvement* and *ineffective*). The definitions in Figure 12 offer general descriptions of the ratings. For the criteria of the ratings for each standard, refer to the matrices in Part II. **Note:** Ratings are applied to the seven performance standards and to an overall single summative rating, not to key elements or performance matrices. Teachers are expected to perform at the *effective* level.

Figure 12: Rating Levels

Category	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is exceptional and done in a manner that exemplifies the school's mission and goals.	Performance <ul style="list-style-type: none">• sustains high performance over a period of time• consistently exhibits behaviors that have a strong positive impact on learners and the school climate• serves as a role model to others

Effective	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Performance <ul style="list-style-type: none"> • meets the requirements contained in the evaluation criteria • exhibits behaviors that have a positive impact on learners and the school climate • demonstrates willingness to learn and apply new skills
Developing OR Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Performance <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than quality work performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Performance <ul style="list-style-type: none"> • may result in the employee not being recommended for continued employment

The rating *developing OR needs improvement* helps to delineate the difference between a novice and veteran teacher. Our school district recognizes that educators in their first three years of teaching are developing their understanding of curriculum content and pedagogy. Likewise, there is recognition that time is often needed for an experienced teacher to develop content knowledge following a change in grade level or content assignment. If a teacher on continuing contract, who has been working at that grade level or content for more than one year, performs inconsistently in a standard or whose performance is less than quality work, a rating of *needs improvement* might best define their rating on that standard.

Midyear Performance Assessment

Teachers scheduled to receive a summative evaluation will receive a midyear performance assessment to provide systematic feedback. Teachers will be evaluated using multiple data sources to determine the teacher's rating on: each of the performance standards, an overall evaluation summary, and the overall midyear recommendation. Evaluators will use the *Teacher Midyear Performance Assessment Form* (see Part III) and should discuss the results with the teacher at a midyear conference. During the conference, evaluators should also provide midyear feedback on the Documentation Log and the progress students are making toward the goal identified in the *Goal Setting for Student Progress Form*.

Summative Evaluation

At the end of the evaluation cycle teachers will be rated on each of the seven performance standards using a performance matrix (see Part II), an overall evaluation summary, and an overall recommendation. As previously discussed, the matrix 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 *effective* level.

Evaluators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through observations, the Documentation Log, surveys, the structured interview, goal setting, and/or 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 Summative Evaluation* form in Part III. The results of the evaluation are discussed with the teacher at a summative evaluation conference. The evaluator submits the signed *Teacher Summative Evaluation* form to the Department of Human Resources.

Single Summative Rating

In addition to receiving a rating for each of the seven performance ratings, the teacher will receive a single summative evaluation rating at the midyear and conclusion of the evaluation cycle. The summative rating will reflect an overall evaluation rating for the teacher. The intent is not to replace the value of the seven performance standards; rather it is to provide an overall rating of the teacher’s performance. The overall summative rating will be *highly effective*, *effective*, *developing OR needs improvement*, or *ineffective*.

Performance standards 1-6 will count for 60 percent of the evaluation. Standard 7 will account for 40 percent of the evaluation. Scores will be calculated using the following scale:

- Ineffective* = 1
- Developing OR needs improvement* = 2
- Effective* = 3
- Highly effective* = 4

Figure 13 shows an example of how a cumulative summative rating will be calculated.

Figure 13: *Example of Weighted Calculations*

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Highly effective	4	1	4
Standard 2	Effective	3	1	3
Standard 3	Highly effective	4	1	4
Standard 4	Highly effective	4	1	4
Standard 5	Effective	3	1	3
Standard 6	Effective	3	1	3
Standard 7	Effective	3	4	12
Cumulative Summative Rating				33

Teachers will be rated as *highly effective*, *effective*, *developing OR needs improvement*, or *ineffective* using the following range of scores:

Ineffective = 10 – 19

Developing OR needs improvement = 20 – 25

Effective = 26 – 34

Highly effective = 35 – 40

Note: Regardless of the overall total points earned, three or more *developing OR needs improvement* ratings on individual performance standards will result in an overall rating of *developing OR needs improvement* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard will result in an overall rating no higher than *developing OR needs improvement* and could result in an overall *ineffective* rating.

Summative Recommendation

In addition to the single summative rating, the teacher receives a recommendation of: reappointment, conditional reappointment, or do not reappoint on the summative evaluation.

Teachers who receive a reappointment recommendation meet the *effective* or *highly effective* performance expectation.

Teachers who receive a conditional reappointment may participate in an intervention program and will be evaluated again the following school year. See Intervention Program in the Improving Professional Performance section of Part I. A teacher receiving a conditional appointment must achieve a recommendation for reappointment on the next year's summative evaluation or dismissal will be recommended. A teacher in the third year of his/her probationary period must receive a summative evaluation recommendation of reappointment (excluding conditional reappointment) in order to achieve continuing contract status.

Teachers who receive a do not reappoint will be recommended for dismissal. Unsatisfactory performance will be noted in the summative evaluation along with the standards that were below the *effective* performance expectation. Nothing in Regulation 4440 shall be construed to provide due process rights to a teacher on annual contract or to require cause for either the nonrenewal of the contract of an annual contract teacher.

Evaluation Schedule

Summative evaluations are to be completed for all annual contract teachers and continuing contract teachers in their summative evaluation year. Figure 14: *Suggested TPEP Evaluation Schedule* details the suggested timeline for all components of the evaluation process.

In situations where documentation for standard seven is incomplete and/or pending, a draft summative evaluation may become necessary. The evaluator may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

A sample *Teacher Summative Evaluation* form is provided in Part III.

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among Fairfax County Public Schools, the documentation shall be forwarded to the receiving school's program manager. At the end of an evaluation period, the program manager retains copies of all written documentation considered during the summative evaluation year, completed *Student Progress Goal Setting* form, completed *Documentation Log Cover Sheet*, and *Teacher Summative Evaluation* form in the teacher's local site file.

Figure 14: *Suggested TPEP Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility	
			Evaluator	Teacher
By September 30	<ul style="list-style-type: none"> Review evaluation process with all staff 		*	
By October 31	<ul style="list-style-type: none"> Self-assessment/goal-setting conference(s) <ul style="list-style-type: none"> Teacher completes Self Assessment Teacher reviews available baseline data and determines needs prior to Goal Setting conference with evaluator Teacher and the evaluator discuss goal ideas and SMARTR Goal components at Goal Setting Conference Evaluators set expectations for Documentation Log Teacher and evaluator determine what data sources will be used in the evaluation process All teachers create and submit SMARTR Goal to evaluator for final approval Evaluator approves student progress goal 	<p><i>Teacher Self-assessment</i> form (Required)</p> <p><i>Document Log Cover Sheet</i> (Required) <i>Goal Setting for Student Progress</i> form (Required)</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>
Final month prior to end of 1 st Semester	<ul style="list-style-type: none"> High school evaluators determine if student surveys required High school teachers survey students in one-semester courses (<i>optional Data Source</i>) 	<p><i>Student Opinion Survey</i> (Optional, unless required by evaluator) <i>Student Survey Summary</i> form (if desired)</p>	<p>*</p>	<p>*</p> <p>*</p>
Midyear	<ul style="list-style-type: none"> Evaluators complete a minimum of two data sources (including a formal observation or series of mini observations) Midyear assessment conference to review student progress goal, Documentation Log, and performance <ul style="list-style-type: none"> Evaluator and Teacher review the previously identified data sources and determine which still need to be collected and mutually identify due dates 	<p>Various observations forms as required</p> <p><i>Teacher Midyear Performance Assessment</i> form (Required) <i>Goal Setting for Student Progress</i> form (Required) <i>Documentation Log</i> (Required)</p>	<p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p>
Second Semester of Summative Year	<ul style="list-style-type: none"> Evaluators complete two additional data sources (a formal observation must be completed if it was not done during the first semester) 	<p>Various forms</p>	<p>*</p>	<p>*</p>

Final month prior to end of 2 nd Semester	<ul style="list-style-type: none"> High school teachers survey students in two-semester courses (<i>optional Data Source</i>) 	<i>Student Opinion Survey</i> (Optional) <i>Student Survey Summary</i> form (if desired)		*
Prior to due date established by the evaluator	<ul style="list-style-type: none"> All teachers submit end-of-year review of student progress goal During their summative evaluation year, teachers submit Documentation Log 	<i>Goal Setting for Student Progress</i> form (Required) <i>Documentation Log</i> (Required)	*	*
By June 30	<ul style="list-style-type: none"> Summative evaluation (all annual contract and continuing contract teachers in their summative evaluation year) 	Various forms as required <i>Teacher Summative Evaluation</i> form (Required)	*	*

Note: All teachers are expected to create an evaluator-approved SMARTR Goal during their formative and summative evaluation years and record it on the *Goal Setting for Student Progress* form. The goal must be specific to the students that the teacher will directly impact/teach; however, the teacher's SMARTR Goal may reflect a CLT team-developed goal that was based on the analysis of team's assessment of their data.

A minimum of one formal observation and three informal/mini observations are required to be conducted in any year a teacher is scheduled to receive a summative evaluation.

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. **Note:** Support programs are provided in the context of classroom teaching and generally are not extended to teachers engaged in serious misconduct. Serious misconduct may result in immediate dismissal, without provision of improvement opportunities.

Tools are provided in the evaluation system that may be used at the discretion of the evaluator, regardless of contract status. One 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. Another is the *Performance Improvement Plan* which is developed by a teacher and evaluator and identifies appropriate strategies for improvement in identified guideline areas. These tools may be used sequentially or independently of each other; the support dialogue process is not a prerequisite to the performance improvement plan process. Figure 15 shows the differences between the two processes.

Figure 15: *Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is in need of targeted supervision and additional resources.
Initiates Process	Evaluator, administrator, or teacher	Evaluator
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i> Documentation at the building/worksite level
Outcomes	<ul style="list-style-type: none"> • Performance improves to effective – no more support • Some progress – continued support • Little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>. 	<ul style="list-style-type: none"> • Sufficient improvement – recommendation to continue employment • Inadequate improvement – the plan is extended or other action is determined by the evaluator.

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, Figure 16), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

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

Figure 16: *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 supports can I or others at the school/worksites provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?

What has not gone as well?

Performance Improvement Plan

The evaluator, at any time, may ask a teacher to develop a *Performance Improvement Plan*, for a prescribed period of time, in order to address deficiencies within any of the standards. This applies whether or not a teacher is in a formative or summative evaluation year (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.

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
- approve and monitor the *Performance Improvement Plan* written by 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, such as the Colleague Assistance Program (CAP).

Resolution of Performance Improvement Plan

The evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for resolution are the following:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan*.
- Partial improvement has been achieved but more improvement is needed; performance improvement plan may be extended or other steps taken
- Little or no improvement has been achieved; additional actions to be determined by the evaluator.

Intervention Program

FCPS provides planned and sustained assistance to teachers whose performance does not meet one or more performance standards and who, consequently, receive a conditional reappointment. Therefore, teachers who receive a conditional reappointment may participate in an intervention program with an intervention team and will be evaluated again the following school year.

Teachers participating in the intervention program receive assistance from an intervention team to include the teacher, a site administrator, a curriculum designee, and a performance assessment specialist from the Department of Human Resources,

A plan will be developed by the team to determine areas for improvement and requisite resources to address those areas over a prescribed period of time. Team members may make classroom observations and provide feedback to the teacher. The assessment and evaluation process and the intervention process are separate and discrete but will continue concurrently.

Teachers who receive a conditional reappointment and, consequently, have an intervention team will be evaluated again the following year. Their salary step will remain the same as the current year's level. However, any cost-of-living allowance will not be affected. A teacher must receive a reappointment recommendation during the subsequent summative evaluation year or be recommended for dismissal. A second recommendation for conditional reappointment is not an option except in an extraordinary circumstance. If a subsequent reappointment recommendation is received, the salary step will be reinstated.

PART II: PERFORMANCE STANDARDS

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

<p>Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>
<p>Key Elements <i>Examples may include, but are not limited to:</i></p> <p>The teacher:</p> <p>1.1 Demonstrates a comprehensive understanding of subject content and curriculum standards.</p> <p>1.2 Demonstrates knowledge of best practices.</p> <p>1.3 Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students.</p> <p>1.4 Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.</p>

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is expert in the subject area and has an understanding of current research in child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
Designs highly relevant lessons that will challenge and motivate all students and highly engage active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought about how to accommodate student needs.	Plans lessons with no differentiation.
Projects high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Actively embeds a “growth” mindset so that students take risks, learn from mistakes, and understand that effective effort leads to achievement.	Conveys to students that effective effort, not innate ability, is the key.	Doesn’t counteract student misconceptions about innate ability.	Communicates a “fixed” mindset about ability: some students have it, some don’t.
Continually grabs student interest and makes connections to prior knowledge, experience, and reading.	Activates student prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks student interest or makes connections to their lives.

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.

Key Elements

Examples may include, but are not limited to:

The teacher:

- 2.1 Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides.
- 2.2 Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families.
- 2.3 Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.
- 2.4 Gathers and analyzes student data to develop and continuously adjust long-range learning plans.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Has a well-honed plan for the year that is tightly aligned with state standards/assessments, the FCPS Program of Studies and strategic goals.	Plans the year so students will meet state standards and be ready for external assessments and aligns the plan with the FCPS Program of Studies and strategic goals.	Has thought about how to cover standards and test requirements this year and has reviewed the FCPS Program of Studies and strategic goals.	Does not plan lessons in advance and has little familiarity with state standards and tests requirements or the FCPS Program of Studies and strategic goals.
Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals.	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Plans with little or no consideration for long-range curriculum goals.
Designs each lesson with clear, measureable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measureable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at covering textbook chapters or entertaining students.
Designs lessons involving an appropriate mix of high quality, diverse learning materials.	Designs lesson that use an effective, diverse mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre, low-quality, or inappropriate workbooks or worksheets.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Displays an extensive knowledge and use of resources including those available through the school, the division, in the community, and through professional organizations and universities.	Displays knowledge and use of resources available through the school, the division, and in some organizations external to the school.	Displays an awareness and use of resources available through the school but has no awareness of resources available more widely.	Appears to be unaware and/or does not use resources available through the school and division.
Shows students exactly what is expected by communicating essential questions and posting goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by communicating the essential questions and goals.	Posts the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
Actively seeks new ideas and engages in action research with colleagues to figure out what works best.	Seeks effective teaching ideas from colleagues, other professionals, and families and implements them.	Occasionally is persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Performance Standard 3: Instructional Delivery

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

Key Elements

Examples may include, but are not limited to:

The teacher:

- 3.1 Communicates learning goals clearly and checks regularly for student understanding.
- 3.2 Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources.
- 3.3 Differentiates instruction to meet the needs of all students.
- 3.4 Accesses and integrates resources to support student learning.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Continually presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, inappropriate, or inaccurate.	Often presents material in a confusing way, using language that is inappropriate.
Anticipates student misconceptions and confusions and develops multiple strategies to overcome them in order to reach learning goals.	Anticipates misconceptions that students might have and plans to address them in order to reach learning goals.	Considers one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate student learning needs but with mixed success.	Fails to differentiate instruction for students.
Uses coherence, lesson momentum, and seamless transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
Keeps all students challenged and highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to keep students actively involved, but some students are disengaged.	Does not attempt to keep students actively involved and relies heavily on lectures, textbooks, and worksheets.
Poses a range of questions designed to challenge students that results in thoughtful, genuine discussions among all students.	Poses a range of questions designed to promote student discussions, successfully engaging most students in the discussion.	Uses questions that seem to involve answers determined in advance by the teacher and which only involve some students in discussion.	Uses low level questions that often require single, correct answers with a few students dominating discussion.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.

Performance Standard 4: Assessment of and for Student Learning

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

Key Elements

Examples may include, but are not limited to:

The teacher:

- 4.1 Communicates expectations with clarity.
- 4.2 Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals.
- 4.3 Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time.
- 4.4 Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction.
- 4.5 Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work.
- 4.6 Provides timely and meaningful feedback to students and parents that explains the students' progress towards learning expectations and targets.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
At the start of instruction, gives students a well-constructed diagnostic assessment, using the information to fine-tune instruction.	Diagnoses student knowledge and skills and makes small adjustments based on the data.	Does a quick exercise to assess student prior knowledge before beginning a unit.	Begins instruction without diagnosing student skills and knowledge.
Requires students to set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
Posts and reviews the criteria for proficient work, including rubrics and exemplars, for students to internalize and parents to view.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know or figure out what it takes to get good grades.
Uses a range of approaches to check for understanding, immediately eliminates confusion, and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses only simplistic methods to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Frequently makes available student work with rubrics and commentary and uses it to motivate and direct effort.	Shares student work to make visible their progress with respect to standards.	Uses some 'A' student work as an example to others.	Uses only a few samples of student work or none at all.
Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application.
Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
Collaborates with colleagues to use formative assessment data, re-examine and fine-tune teaching, re-teach, and help struggling students.	Collaborates with colleagues to use data from formative assessments to adjust teaching, re-teach, and follow-up with failing students.	Looks over student tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
Collaborates with students, parents, and colleagues to reflect on what worked and what didn't and continuously improves instruction.	Collaborates with students and colleagues to reflect on the effectiveness of lessons and continuously works to improve them.	At the end of teaching unit or semester, thinks about what might have been done better.	Does not revise and improve lessons for the future when teaching is unsuccessful.

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.

Key Elements

Examples may include, but are not limited to:

The teacher:

- 5.1 Establishes clear expectations for classroom rules and procedures.
- 5.2 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.3 Creates and maintains a positive and safe environment to maximize learning and promote students' social development.
- 5.4 Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs.
- 5.5 Enforces classroom rules and procedures consistently and fairly to maximize academic learning time.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is direct, specific, consistent and persistent in communicating and enforcing very high expectations for student behavior.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with improvised rules and consequences as events unfold during the year.
Skillfully uses room arrangements, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few displays.	Has a conventional furniture arrangement, hard-to-access materials, and few displays.
Successfully infuses class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
Has a highly effective discipline repertoire and can capture and hold student attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
Wins all students' respect and creates a climate in which disruption of learning is unacceptable.	Commands respect and refuses to tolerate disruption.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Successfully develops students' self-discipline, self-efficacy, and sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions.	Is unsuccessful in fostering self-discipline in students.
Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' cultures and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes lacks sensitivity.	Is often insensitive to the culture and beliefs of students' families.

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.

Key Elements

Examples may include, but are not limited to:

The teacher:

- 6.1 Complies with federal and state laws and school and division policies; models professional and ethical standards.
- 6.2 Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators.
- 6.3 Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals.
- 6.4 Collaborates with colleagues within and across content areas and grade levels.
- 6.5 Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.
- 6.6 Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home.
- 6.7 Effectively uses standard oral and written English in all communications.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is always ethical and honest, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, and/or uses poor judgment, and/or discloses student information.
In professional contexts, speaks and writes correctly and fluidly.	Uses correct grammar, usage, and spelling in professional contexts.	Periodically makes errors in grammar, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, usage, and/or spelling in professional contexts.
Carries out assignments conscientiously and punctually, keeps meticulous records, and is rarely late in meeting professional responsibilities.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late meeting professional responsibilities, makes errors in records.	Frequently skips assignments, is late with professional responsibilities, and makes errors in records.
Continually seeks out professional learning opportunities and initiates activities to contribute to the profession.	Seeks out professional learning activities and actively participates in assisting and sharing with other educators.	Participates in professional learning activities when convenient and makes occasional efforts to assist and share with colleagues.	Engages in little or no professional learning and makes no effort to assist and share with colleagues.

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Actively seeks feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
Frequently collaborates formally and informally with colleagues to plan units, share ideas, and analyze formative assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack education substance.
Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
Deals immediately and successfully with parent concerns and always makes parents feel welcome.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming impression.	Does not respond to parent concerns and makes parents feel unwelcome in the school.
Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents who are easy to reach.	Makes little or no effort to contact parents.

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.

<p>Performance Standard 7: Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p>
<p>Key Elements <i>Examples may include, but are not limited to:</i></p> <p>The teacher:</p> <p>7.1 In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor.</p> <p>7.2 In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals.</p>

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Generates high level of student academic progress with all populations of learners	Generates appropriate level of student academic progress with all populations of learners	Generates appropriate level of student academic progress with only some populations of learners	Generates low level of student academic progress
At least ninety percent of students meet and/or exceed SMARTR goal	At least eighty percent of students meet and/or exceed SMARTR goal	At least fifty percent of students meet and/or exceed SMARTR goal	Less than fifty percent of students meet and/or exceed SMARTR goal

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 completed forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Student Progress Goal Setting Form*, *Documentation Log Cover Sheet*, *Observation Forms*, *Teacher Midyear Performance Assessment*, *Teacher Summative Evaluation*, and *Performance Improvement Plan* (if needed).

Figure 17: *Forms and Logs*

Form		Documentation Completed by	
		Evaluator	Teacher
Self-Assessment	Teacher Self-Assessment - <i>Required</i>		✓
Goal Setting	Goal Setting for Student Progress - <i>Required</i>	✓	✓
Interview	Structured Interview - <i>Optional</i>	✓	✓
Observation	Pre-Observation Conference Record - <i>Optional</i>	✓	
	Observation Forms (1-3 <i>Required - Choose Best Fit</i>) 1: Formal Observation 2: Formal Observation/Document Review 3: Informal Observation (4 and 5 <i>Optional</i>) 4: Time on Task Chart 5: Questioning Techniques Analysis	✓	
Documentation Log	Documentation Log Cover Sheet - <i>Required</i>		✓
	Communication Log - <i>Optional</i>		✓
	Professional Development Log - <i>Optional</i>		✓
Survey	Teacher Self-Assessment Student Opinion Survey - <i>Optional</i>		✓
	Alternative Student Survey - <i>Optional</i>		✓
	Survey Summary Form - <i>Optional</i>		✓
Reports	Teacher Midyear Performance Assessment - <i>Required</i>	✓	
	Teacher Summative Evaluation - <i>Required</i>	✓	
Plan	Performance Improvement Plan - <i>As Needed</i>	✓	

Fairfax County Public Schools
Teacher Self-Assessment

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

Professional Knowledge

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

Key Elements: The teacher...

- Demonstrates a comprehensive understanding of subject content and curriculum standards.
- Demonstrates knowledge of best practices.
- Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students.
- Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.

Comments (strengths and growth/development):

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.

Key Elements: The teacher...

- Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides.
- Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families.
- Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.
- Gathers and analyzes student data to develop and continuously adjust long-range learning plans.

Comments (strengths and growth/development):

Instructional Delivery

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

Key Elements: The teacher...

- Communicates learning goals clearly and checks regularly for student understanding.
- Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources.
- Differentiates instruction to meet the needs of all students.
- Accesses and integrates resources to support student learning.

Comments (strengths and growth/development):

Assessment of and for Student Learning

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

Key Elements: The teacher...

- Communicates expectations with clarity.
- Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals.
- Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time.
- Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction.
- Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work.
- Provides timely and meaningful feedback to students and parents that explains the students' progress towards learning expectations and targets.

Comments (strengths and growth/development):

Learning Environment

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

Key Elements: The teacher...

- Establishes clear expectations for classroom rules and procedures.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Creates and maintains a positive and safe environment to maximize learning and promote students' social development.
- Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs.
- Enforces classroom rules and procedures consistently and fairly to maximize academic learning time.

Comments (strengths and growth/development):

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.

Key Elements: The teacher...

- Complies with federal and state laws and school and division policies; models professional and ethical standards.
- Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators.
- Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals.
- Collaborates with colleagues within and across content areas and grade levels.
- Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.
- Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home.
- Effectively uses standard oral and written English in all communications.

Comments (strengths and growth/development):

Student Academic Progress

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

Key Elements: The teacher...

- In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor.
- In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals.

Comments (strengths and growth/development):

Comments:

Required

Fairfax County Public Schools
Goal Setting for Student Progress

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. Teachers should submit the goal to their evaluator and schedule a goal-setting conference to review the goal. Goals must be finalized by October 31.

Initial Goal Submission (due by _____ to the evaluator)

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

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

VI. Midyear Review (<i>Describe goal progress and other relevant data</i>)	Midyear review conducted on _____ Initials: _____(teacher) _____(evaluator)
	<input type="checkbox"/> <i>Data attached</i>

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* _____

Fairfax County Public Schools
Structured Interview

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

Directions: Evaluators should select one or two questions listed below or create questions of their own pertaining to each standard. Space is provided at the end of the form for teacher responses to each question. Evaluators should provide written feedback on the last page.

Professional Knowledge

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

- Explain your understanding of standards-based teaching and learning.
- What are your expectations and the appropriate learning outcomes for the grade level/subject matter you teach?
- Please explain the process used to identify appropriate resources to support instruction.
- What are some of the ways that you have added relevance to the curriculum and helped students make real-world connections?
- Explain how you have taught a complex concept this year.
- How do you decide which instructional strategy to employ?
- Describe an instructional strategy or skill that you have sharpened or added to your toolbox this year.
- How do you use diagnostic data to inform instruction?
- How have you worked to expand your understanding of the issues in your content area this year?
- Provide an example of a research-based strategy that you have used successfully to engage students.
- How do you address the needs of various learners in a classroom?

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.

- How have you applied your knowledge of POS, SOL, AP, or IB objectives to the planning, implementation, and assessment of instructional program?
- Describe the factors you consider and the methods you use to formulate objectives.
- Describe your time management and organizational strategies.
- Based on current assessment data, what long- and short-term objectives have you formulated for students this year?
- How do you work cooperatively with appropriate school personnel to assist students in reaching their goals?

Instructional Delivery

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

- Describe your efforts to master and support the POS and SOLs in your field.
- How do you differentiate instruction to meet the diverse needs of your students?
- Describe how you relate curriculum in a meaningful manner and provide opportunities for students to make real-world connections from their learning.
- Given your current student population, describe your presentation modes for introducing new material.
- How do you help students learn how to use effective collaboration and communication skills in learning situations?
- Describe how you work with administrators and colleagues to identify instructional needs and concerns.
- Describe how you create, select, adapt, access, and/or organize materials and equipment to facilitate learning.
- Describe any curriculum or multi-media materials you have utilized and explain the instructional impact.
- How do you encourage students to develop problem-solving and independent thinking?
- What methods do you use to solicit comments, questions, examples, and other contributions from students throughout lessons?

Assessment of and for Student Learning

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

- How have you used standardized test results and informal assessment to make decisions about instruction?
- What assessment strategies do you use to determine changes needed in your instructional delivery?
- How do you use assessment data to reteach and remediate to meet individual needs?
- How do you modify assessment strategies to meet the needs of diverse learners?
- Outline your use of technology to track student performance.
- Describe how you assess individual and group needs and how you prescribe appropriate strategies to meet those needs.
- Describe your record-keeping procedures.

Learning Environment

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

- How do you communicate lesson objectives?
- How have you established and communicated clear expectations for student behavior to both students and their parents?
- Describe how you managed a disruptive situation that occurred.
- How do you establish and manage classroom procedures to maximize academic learning time?
- How do you use ongoing, mid-lesson assessment to monitor effectiveness of instruction?
- How do you ensure active student participation in your lessons?
- How do you communicate high expectations for student behavior?
- How do you provide opportunities for success and meaningful positive recognition?

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.

- *How have you participated actively and constructively in the development of your academic program and implementation of schoolwide goals?*
- *How have you shared your expertise and new ideas with colleagues?*
- *How do you provide additional opportunities for students to receive academic assistance?*
- *Describe your participation in staff development opportunities.*
- *How do you ensure consistent communication with students, staff, parents, and the community?*
- *Describe how you handled a difficult human relations or communication problem.*
- *How do you promote positive home/school relationships?*
- *Describe your professional growth activities since your last evaluation.*
- *How do you engage in on-going self-assessment?*
- *Describe any opportunities you have had to serve as a collaborator, mentor, coach, presenter, or researcher to foster the development of teachers.*
- *What steps have you taken to maintain proper licensure? (for teachers with a provisional license)*

Student Academic Progress

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

- *Describe your process for setting achievement goals for your students.*
- *What factors are considered when you set achievement goals for your students?*
- *How do you document the progress of each of your students throughout the school year?*
- *How do you use performance outcome data to develop interim learning targets?*
- *How did your students' results at midyear compare with the expectations you had at the beginning of the year?*
- *How have you used benchmarks and exemplars this year in your classroom to help student mastery of standards?*
- *Discuss the links between student data and grouping practices.*
- *How will your instruction change as a result of student learning data gleaned from this year's results?*
- *How has student achievement goal setting informed your teaching knowledge and instructional strategy use?*
- *How does monitoring goal implementation affect teaching strategies, grouping practices, and assessment results?*
- *How might instructional strategy choice affect student achievement of academic goals?*
- *How do you go about gathering data or information about students to tailor their learning?*
- *Describe the various types of assessment data you use to inform your instruction so that all students achieve.*

Teacher response:

Fairfax County Public Schools
Structured Interview
Continuation Page

Teacher's Name _____ Employee ID No. _____

Teacher response:

Fairfax County Public Schools
Structured Interview
Continuation Page

Teacher's Name _____ Employee ID No. _____

Evaluator's comments:

Signature of Teacher: _____ Date _____

Printed Name of Principal/Evaluator: _____

Signature of Principal/Evaluator: _____ Date _____

Fairfax County Public Schools
Pre-Observation Conference Record

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

Inquiries	Notes
1. Describe the lesson that will be observed. <ul style="list-style-type: none"> • What have/will you have done instructionally with students in the days prior to the observation? 	
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?	

Required – Choose best fit (form 1, 2, or 3)

Fairfax County Public Schools
Observation Form 1
Formal Observation

Teacher's Name _____ Date/Time _____

School _____ Evaluation Year _____

Grade/Subject _____

Professional Knowledge

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

Key Elements: The teacher...

- Demonstrates a comprehensive understanding of subject content and curriculum standards.
- Demonstrates knowledge of best practices.
- Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students.
- Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.

Comments:

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.

Key Elements: The teacher...

- Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides.
- Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families.
- Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.
- Gathers and analyzes student data to develop and continuously adjust long-range learning plans.

Comments:

Instructional Delivery

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

Key Elements: The teacher...

- Communicates learning goals clearly and checks regularly for student understanding.
- Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources.
- Differentiates instruction to meet the needs of all students.
- Accesses and integrates resources to support student learning.

Comments:

Assessment of and for Student Learning

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

Key Elements: The teacher...

- Communicates expectations with clarity.
- Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals.
- Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time.
- Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction.
- Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work.
- Provides timely and meaningful feedback to students and parents that explains the students' progress towards learning expectations and targets.

Comments:

Learning Environment

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

Key Elements: The teacher...

- Establishes clear expectations for classroom rules and procedures.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Creates and maintains a positive and safe environment to maximize learning and promote students' social development.
- Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs.
- Enforces classroom rules and procedures consistently and fairly to maximize academic learning time.

Comments:

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.

Key Elements: The teacher...

- Complies with federal and state laws and school and division policies; models professional and ethical standards.
- Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators.
- Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals.
- Collaborates with colleagues within and across content areas and grade levels.
- Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.
- Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home.
- Effectively uses standard oral and written English in all communications.

Comments:

Student Academic Progress

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

Key Elements: The teacher...

- In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor.
- In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals.

Comments:

Additional Comments:

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Required – Choose best fit (form 1, 2, or 3)

Fairfax County Public Schools
Observation Form 2
Formal Observation/Document Review

Teacher's Name _____ Date/Time _____

School _____ Evaluation Year _____

Grade/Subject _____

Documentation Log Review: ___Yes ___No

Professional Knowledge	Specific Evidence:
Instructional Planning	Specific Evidence:
Instructional Delivery	Specific Evidence:

Assessment of and for Student Learning	Specific Evidence:
Learning Environment	Specific Evidence:
Professionalism	Specific Evidence:
Student Academic Progress	Specific Evidence:

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

<p>Professional Knowledge</p> <ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of subject content and curriculum standards. • Demonstrates knowledge of best practices. • Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students. • Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.
<p>Instructional Planning</p> <ul style="list-style-type: none"> • Aligns instructional objectives, learning activities, and assessments to the state standards, the division’s strategic goals, FCPS Program of Studies, and pacing guides. • Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families. • Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels. • Gathers and analyzes student data to develop and continuously adjust long-range learning plans.
<p>Instructional Delivery</p> <ul style="list-style-type: none"> • Communicates learning goals clearly and checks regularly for student understanding. • Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources. • Differentiates instruction to meet the needs of all students. • Accesses and integrates resources to support student learning.
<p>Assessment of and for Student Learning</p> <ul style="list-style-type: none"> • Communicates expectations with clarity. • Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals. • Utilizes a variety of formative and summative assessments that demonstrates students’ growth in knowledge and skills over time. • Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction. • Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work. • Provides timely and meaningful feedback to students and parents that explains the students’ progress towards learning expectations and targets.
<p>Learning Environment</p> <ul style="list-style-type: none"> • Establishes clear expectations for classroom rules and procedures. • Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Creates and maintains a positive and safe environment to maximize learning and promote students’ social development. • Promotes cultural sensitivity by respecting students’ diversity, including but not limited to language, culture, race, gender, and special needs. • Enforces classroom rules and procedures consistently and fairly to maximize academic learning time.
<p>Professionalism</p> <ul style="list-style-type: none"> • Complies with federal and state laws and school and division policies; models professional and ethical standards. • Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators. • Establishes goals for improving one’s own/personal knowledge and skills and participates in professional growth opportunities to meet those goals. • Collaborates with colleagues within and across content areas and grade levels. • Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning. • Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home. • Effectively uses standard oral and written English in all communications.
<p>Student Academic Progress</p> <ul style="list-style-type: none"> • In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor. • In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals.

Required – Choose best fit (form 1, 2, or 3)

Fairfax County Public Schools
Observation Form 3
Informal Observation

Teacher's Name _____ Date/Time _____

School _____ Evaluation Year _____

Grade/Subject _____

<p>Professional Knowledge</p> <ul style="list-style-type: none">• Demonstrates a comprehensive understanding of subject content and curriculum standards.• Demonstrates knowledge of best practices.• Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students.• Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.	<p>Specific Evidence:</p>
<p>Instructional Planning</p> <ul style="list-style-type: none">• Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides.• Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families.• Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.• Gathers and analyzes student data to develop and continuously adjust long-range learning plans.	<p>Specific Evidence:</p>
<p>Instructional Delivery</p> <ul style="list-style-type: none">• Communicates learning goals clearly and checks regularly for student understanding.• Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources.• Differentiates instruction to meet the needs of all students.• Accesses and integrates resources to support student learning.	<p>Specific Evidence:</p>

<p>Assessment of and for Student Learning</p> <ul style="list-style-type: none"> • Communicates expectations with clarity. • Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals. • Utilizes a variety of formative and summative assessments that demonstrates students’ growth in knowledge and skills over time. • Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction. • Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work. • Provides timely and meaningful feedback to students and parents that explains the students’ progress towards learning expectations and targets. 	<p>Specific Evidence:</p>
<p>Learning Environment</p> <ul style="list-style-type: none"> • Establishes clear expectations for classroom rules and procedures. • Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Creates and maintains a positive and safe environment to maximize learning and promote students’ social development. • Promotes cultural sensitivity by respecting students’ diversity, including but not limited to language, culture, race, gender, and special needs. • Enforces classroom rules and procedures consistently and fairly to maximize academic learning time. 	<p>Specific Evidence:</p>
<p>Professionalism</p> <ul style="list-style-type: none"> • Complies with federal and state laws and school and division policies; models professional and ethical standards. • Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators. • Establishes goals for improving one’s own/personal knowledge and skills and participates in professional growth opportunities to meet those goals. • Collaborates with colleagues within and across content areas and grade levels. • Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning. • Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home. • Effectively uses standard oral and written English in all communications. 	<p>Specific Evidence:</p>

<p>Student Academic Progress</p> <ul style="list-style-type: none"> • In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor. • In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals. 	<p>Specific Evidence:</p>
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Additional Comments:

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Fairfax County Public Schools
Observation Form 4
Time on Task Chart

Teacher's Name _____ Date/Time _____ Evaluation Year _____

School _____ Grade/Subject _____ Observer's Name _____

Interval	Task, activity, event, question	Off-Task Behaviors (Note # of students.)	Teacher Management Strategy
5 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
10 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
15 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
20 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
25 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
30 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>

Notes:

Disrupting Others includes students who are not only off-task, but also are distracting others from the teacher-assigned tasks.

Visibly Disengaged includes students who are not focusing on the teacher-assigned tasks (e.g. daydreaming), but who are not distracting other students.

Teacher Management Strategy is any action taken by the teacher in response to (or in anticipation of) a lack of attention by students.

Fairfax County Public Schools
Observation Form 5
Questioning Techniques Analysis

Teacher's Name _____ Date/Time _____

School _____ Evaluation Year _____

Grade/Subject _____ Observer's Name _____

Directions: Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.

Type of Question	Total #	Percent
Low Cognitive (Recall)		
Intermediate Cognitive (Comprehension)		
Application and High Cognitive (analysis, synthesis, evaluation)		
Total of all questions		

Based on the percentages what level of thinking was targeted?

How clearly worded were the questions?

Fairfax County Public Schools
Document Log Cover Sheet

Teacher's Name _____ School _____

Grade/Subject _____ Year in Evaluation Cycle _____

Include a minimum of one and no more than three artifacts for each standard.

Standards	Examples of Evidence	Evidence Included
1. Professional Knowledge	May include: <ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher 	
2. Instructional Planning	May include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives 	
3. Instructional Delivery	May include: <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units 	

Standards	Examples of Evidence	Evidence Included
4. Assessment of and for Student Learning	<p>May include:</p> <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool <p>Examples:</p> <ul style="list-style-type: none"> - Brief report describing your record keeping system and how it is used to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring 	
5. Learning Environment	<p>May include:</p> <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	

Standards	Examples of Evidence	Evidence Included
6. Professionalism	May include: <ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: <ul style="list-style-type: none"> - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports 	
7. Student Academic Progress	Student Achievement Goal Setting Document – Revised at midyear and end of year	

Fairfax County Public Schools
Communication Log

Teacher's Name _____ School _____

Grade/Subject _____ Evaluation Year _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

Fairfax County Public Schools
Professional Development Log*

Teacher's Name _____ School _____

Grade/Subject _____ Evaluation Year _____

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

* This may be submitted by assessing your professional development record in MyPLT

Fairfax County Public Schools
**Teacher Self-Assessment
 Student Opinion Survey**

The purpose of this survey is to share your ideas about how this class might be improved. You are encouraged to add comments and suggestions.

Directions: Do not put your name on the survey. Write the class period in the space provided above. Listed below are several statements about this class. Check the response to each statement in the column on the right. If you want to comment, write your comments in the space after the item or on the back of this sheet.

Questions	Check One	Comments
1. This class provides a good environment for learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
2. My teacher encourages me to do my best.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
3. Students in this class are treated fairly by the teacher.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
4. The way my grade is determined is fair.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
5. My teacher is usually well prepared to teach this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
6. My teacher is usually available to help me after school.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
7. I am kept informed of how I am doing in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
8. My teacher clearly states the things we are supposed to learn in class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
9. My teacher encourages me to ask and answer questions in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
10. For me, the pace of instruction in this class is:	<input type="checkbox"/> About right <input type="checkbox"/> Too slow <input type="checkbox"/> Too fast	

Fairfax County Public Schools
Alternative Student Survey

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

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

Teacher's Name	School Year	Class Period					
			Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher has deep knowledge about the subject he/she teaches.							
2. My teacher uses a variety of teaching strategies during class.							
3. My teacher creates well-organized and well-developed lessons.							
4. My teacher's lessons have clear and appropriate learning objectives for the subject area taught.							
5. My teacher uses a variety of activities and methods to engage me.							
6. My teacher makes class interesting and challenging.							
7. My teacher recognizes us as individual learners with varying learning backgrounds, abilities, needs and preferences.							
8. My teacher modifies his/her teaching approaches when I don't understand.							
9. My teacher allows me to demonstrate my learning in a variety of ways.							
10. My teacher uses a variety of assessments to determine what I have learned.							

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
11. My teacher uses assessment results to identify my strengths and the areas in which I need help.					
12. My teacher shares feedback about my learning progress with me and my parents.					
13. My teacher shows respect to all students.					
14. My teacher communicates and maintains classroom rules, routines, and procedures.					
15. My teacher makes the learning experience challenging but rewarding.					
16. My teacher sets high learning standards for the class.					
17. My teacher is enthusiastic and eager to improve his/her teaching practice.					
18. My teacher is passionate about teaching and has a commitment to student learning.					
19. My teacher is approachable and listens to me.					
20. My teacher contacts my parents to involve them in my learning.					
*					
*					

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

Comments:

Fairfax County Public Schools
Student Survey Summary

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

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.)

Fairfax County Public Schools
Teacher Midyear Performance Assessment

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

<p>Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of subject content and curriculum standards. • Demonstrates knowledge of best practices. • Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students. • Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content. <p><i>Comments:</i></p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>
<p>Instructional Planning <i>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides. • Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families. • Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels. • Gathers and analyzes student data to develop and continuously adjust long-range learning plans. <p><i>Comments:</i></p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>

<p>Instructional Delivery <i>The teacher effectively engages students by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Communicates learning goals clearly and checks regularly for student understanding. • Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources. • Differentiates instruction to meet the needs of all students. • Accesses and integrates resources to support student learning. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>
<p>Assessment of and for Student Learning <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Communicates expectations with clarity. • Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals. • Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time. • Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction. • Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work. • Provides timely and meaningful feedback to students and parents that explains the students' progress towards learning expectations and targets. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>

<p>Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Establishes clear expectations for classroom rules and procedures. • Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Creates and maintains a positive and safe environment to maximize learning and promote students' social development. • Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs. • Enforces classroom rules and procedures consistently and fairly to maximize academic learning time. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>
<p>Professionalism <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Complies with federal and state laws and school and division policies; models professional and ethical standards. • Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators. • Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals. • Collaborates with colleagues within and across content areas and grade levels. • Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning. • Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home. • Effectively uses standard oral and written English in all communications. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>

<p>Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor. • In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals. <p><i>Comments:</i></p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>
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Overall Evaluation Summary

- Highly Effective**
- Effective**
- Developing/Needs Improvement**
- Ineffective**

Comments (use continuation page for additional comments)

Standards 1-6 count for 60 percent of the evaluation; standard 7 counts for 40 percent. *Ineffective* = 1; *developing OR needs improvement* = 2; *effective* = 3; *highly effective* = 4.

Overall, teachers will be rated as *highly effective*, *effective*, *developing OR needs improvement*, or *ineffective* using the following range of scores: *Ineffective* = 10 – 19; *developing OR needs improvement* = 20 – 25; *effective* = 26 – 34; *highly effective* = 35 – 40.

Note: Regardless of the overall total points earned, three or more *developing OR needs improvement* ratings on individual performance standards will result in an overall rating of *developing OR needs improvement* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard will result in an overall rating no higher than *developing OR needs improvement* and may result in an overall *ineffective* rating.

Midyear Recommendation:

- Reappointment**
 Conditional Reappointment
 Do Not Reappoint

Signature of Principal/Evaluator: _____ **Date** _____

Signature of Teacher: _____ **Date** _____

Distribution: Copy-Teacher Copy-Local Site Personnel File

Fairfax County Public Schools
Teacher Midyear Performance Assessment
Continuation Page

Teacher's Name _____ Employee ID No. _____

Comments:

Fairfax County Public Schools
Teacher Midyear Performance Assessment
Continuation Page

Teacher's Name _____ Employee ID No. _____

Professional Growth Focus:

Professional Knowledge

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is expert in the subject area and has an understanding of current research in child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
Designs highly relevant lessons that will challenge and motivate all students and highly engage active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought about how to accommodate student needs.	Plans lessons with no differentiation.
Actively embeds a "growth" mindset so that students take risks, learn from mistakes, and understand that effective effort leads to achievement.	Conveys to students that effective effort, not innate ability, is the key.	Doesn't counteract student misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
Continually grabs student interest and makes connections to prior knowledge, experience, and reading.	Activates student prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks student interest or makes connections to their lives.

Instructional Planning

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Has a well-honed plan for the year that is tightly aligned with state standards/assessments, the FCPS Program of Studies and strategic goals.	Plans the year so students will meet state standards and be ready for external assessments and aligns the plan with the FCPS Program of Studies and strategic goals.	Has thought about how to cover standards and test requirements this year and has reviewed the FCPS Program of Studies and strategic goals.	Does not plan lessons in advance and has little familiarity with state standards and tests requirements or the FCPS Program of Studies and strategic goals.
Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals.	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Plans with little or no consideration for long-range curriculum goals.
Designs each lesson with clear, measureable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measureable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at covering textbook chapters or entertaining students.
Designs lessons involving an appropriate mix of high quality, diverse learning materials.	Designs lesson that use an effective, diverse mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre, low-quality, or inappropriate workbooks or worksheets.
Displays an extensive knowledge and use of resources including those available through the school, the division, in the community, and through professional organizations and universities.	Displays knowledge and use of resources available through the school, the division, and in some organizations external to the school.	Displays an awareness and use of resources available through the school but has no awareness of resources available more widely.	Appears to be unaware and/or does not use resources available through the school and division.
Shows students exactly what is expected by communicating essential questions and posting goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by communicating the essential questions and goals.	Posts the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
Actively seeks new ideas and engages in action research with colleagues to figure out what works best.	Seeks effective teaching ideas from colleagues, other professionals, and families and implements them.	Occasionally is persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.
Continually grabs student interest and makes connections to prior knowledge, experience, and reading.	Activates student prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks student interest or makes connections to their lives.

Instructional Delivery

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Continually presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, inappropriate, or inaccurate.	Often presents material in a confusing way, using language that is inappropriate.
Anticipates student misconceptions and confusions and develops multiple strategies to overcome them in order to reach learning goals.	Anticipates misconceptions that students might have and plans to address them in order to reach learning goals.	Considers one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate student learning needs but with mixed success.	Fails to differentiate instruction for students.
Uses coherence, lesson momentum, and seamless transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
Keeps all students challenged and highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to keep students actively involved, but some students are disengaged.	Does not attempt to keep students actively involved and relies heavily on lectures, textbooks, and worksheets.
Poses a range of questions designed to challenge students that results in thoughtful, genuine discussions among all students.	Poses a range of questions designed to promote student discussions, successfully engaging most students in the discussion.	Uses questions that seem to involve answers determined in advance by the teacher and which only involve some students in discussion.	Uses low level questions that often require single, correct answers with a few students dominating discussion.
Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.

Assessment of and for Student Learning

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
At the start of instruction, gives students a well-constructed diagnostic assessment, using the information to fine-tune instruction.	Diagnoses student knowledge and skills and makes small adjustments based on the data.	Does a quick exercise to assess student prior knowledge before beginning a unit.	Begins instruction without diagnosing student skills and knowledge.
Requires students to set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
Posts and reviews the criteria for proficient work, including rubrics and exemplars, for students to internalize and parents to view.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know or figure out what it takes to get good grades.
Uses a range of approaches to check for understanding, immediately eliminates confusion, and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses only simplistic methods to check for understanding during instruction.	Uses ineffective methods (“Is everyone with me?”) to check for understanding.
Frequently makes available student work with rubrics and commentary and uses it to motivate and direct effort.	Shares student work to make visible their progress with respect to standards.	Uses some ‘A’ student work as an example to others.	Uses only a few samples of student work or none at all.
Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application.
Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that’s it; the class has to move on to cover the curriculum.
Collaborates with colleagues to use formative assessment data, re-examine and fine-tune teaching, re-teach, and help struggling students.	Collaborates with colleagues to use data from formative assessments to adjust teaching, re-teach, and follow-up with failing students.	Looks over student tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
Collaborates with students, parents, and colleagues to reflect on what worked and what didn’t and continuously improves instruction.	Collaborates with students and colleagues to reflect on the effectiveness of lessons and continuously works to improve them.	At the end of teaching unit or semester, thinks about what might have been done better.	Does not revise and improve lessons for the future when teaching is unsuccessful.

Learning Environment

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is direct, specific, consistent and persistent in communicating and enforcing very high expectations for student behavior.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with improvised rules and consequences as events unfold during the year.
Skillfully uses room arrangements, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few displays.	Has a conventional furniture arrangement, hard-to-access materials, and few displays.
Successfully infuses class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
Has a highly effective discipline repertoire and can capture and hold student attention any time.	Has a repertoire of discipline “moves” and can capture and maintain students’ attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline “moves” and constantly struggles to get students’ attention.
Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
Wins all students’ respect and creates a climate in which disruption of learning is unacceptable.	Commands respect and refuses to tolerate disruption.	Often lectures students on the need for good behavior, and makes an example of “bad” students.	Publicly berates “bad” students, blaming them for their poor behavior.
Successfully develops students’ self-discipline, self-efficacy, and sense of responsibility.	Develops students’ self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions.	Is unsuccessful in fostering self-discipline in students.
Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families’ cultures and values.	Tries to be sensitive to the culture and beliefs of students’ families but sometimes lacks sensitivity.	Is often insensitive to the culture and beliefs of students’ families.

Professionalism

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is always ethical and honest, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, and/or uses poor judgment, and/or discloses student information.
In professional contexts, speaks and writes correctly and fluidly.	Uses correct grammar, usage, and spelling in professional contexts.	Periodically makes errors in grammar, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, usage, and/or spelling in professional contexts.
Carries out assignments conscientiously and punctually, keeps meticulous records, and is rarely late in meeting professional responsibilities.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late meeting professional responsibilities, makes errors in records.	Frequently skips assignments, is late with professional responsibilities, and makes errors in records.
Continually seeks out professional learning opportunities and initiates activities to contribute to the profession.	Seeks out professional learning activities and actively participates in assisting and sharing with other educators.	Participates in professional learning activities when convenient and makes occasional efforts to assist and share with colleagues.	Engages in little or no professional learning and makes no effort to assist and share with colleagues.
Actively seeks feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
Frequently collaborates formally and informally with colleagues to plan units, share ideas, and analyze formative assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack education substance.
Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
Deals immediately and successfully with parent concerns and always makes parents feel welcome.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming impression.	Does not respond to parent concerns and makes parents feel unwelcome in the school.
Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents who are easy to reach.	Makes little or no effort to contact parents.

Student Academic Progress

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Generates high level of student academic progress with all populations of learners	Generates appropriate level of student academic progress with all populations of learners	Generates appropriate level of student academic progress with only some populations of learners	Generates low level of student academic progress
At least ninety percent of students meet and/or exceed SMARTR goal	At least eighty percent of students meet and/or exceed SMARTR goal	At least fifty percent of students meet and/or exceed SMARTR goal	Less than fifty percent of students meet and/or exceed SMARTR goal

Fairfax County Public Schools
Teacher Summative Evaluation

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

<p>Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of subject content and curriculum standards. • Demonstrates knowledge of best practices. • Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students. • Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content. <p>Comments:</p>	<p>Rating:</p> <p>Highly Effective <input type="checkbox"/></p> <p>Effective <input type="checkbox"/></p> <p>Developing OR Needs Improvement <input type="checkbox"/></p> <p>Ineffective <input type="checkbox"/></p>
<p>Instructional Planning <i>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides. • Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families. • Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels. • Gathers and analyzes student data to develop and continuously adjust long-range learning plans. <p>Comments:</p>	<p>Rating:</p> <p>Highly Effective <input type="checkbox"/></p> <p>Effective <input type="checkbox"/></p> <p>Developing OR Needs Improvement <input type="checkbox"/></p> <p>Ineffective <input type="checkbox"/></p>

<p>Instructional Delivery <i>The teacher effectively engages students by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Communicates learning goals clearly and checks regularly for student understanding. • Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources. • Differentiates instruction to meet the needs of all students. • Accesses and integrates resources to support student learning. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>
<p>Assessment of and for Student Learning <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Communicates expectations with clarity • Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals. • Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time. • Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction. • Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work. • Provides timely and meaningful feedback to students and parents that explains the students' progress towards learning expectations and targets. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>

<p>Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Establishes clear expectations for classroom rules and procedures. • Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Creates and maintains a positive and safe environment to maximize learning and promote students' social development. • Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs. • Enforces classroom rules and procedures consistently and fairly to maximize academic learning time. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>
<p>Professionalism <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • Complies with federal and state laws and school and division policies; models professional and ethical standards. • Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators. • Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals. • Collaborates with colleagues within and across content areas and grade levels. • Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning. • Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home. • Effectively uses standard oral and written English in all communications. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>

<p>Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p> <p>Key Elements: The teacher...</p> <ul style="list-style-type: none"> • In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor. • In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals. <p>Comments:</p>	<p>Rating:</p> <p><i>Highly Effective</i> <input type="checkbox"/></p> <p><i>Effective</i> <input type="checkbox"/></p> <p><i>Developing OR Needs Improvement</i> <input type="checkbox"/></p> <p><i>Ineffective</i> <input type="checkbox"/></p>
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Overall Evaluation Summary

Highly Effective

Effective

Developing/Needs Improvement

Ineffective

Comments (use continuation page for additional comments)

Standards 1-6 count for 60 percent of the evaluation; standard 7 counts for 40 percent. *Ineffective* = 1; *developing/needs improvement* = 2; *effective* = 3; *highly effective* = 4.

Overall, teachers will be rated as highly effective, effective, developing OR needs improvement, or ineffective using the following range of scores: *Ineffective* = 10 – 19; *developing OR needs improvement* = 20 – 25; *effective* = 26 – 34; *highly effective* = 35 – 40.

Note: Regardless of the overall total points earned, three or more *developing OR needs improvement* ratings on individual performance standards will result in an overall rating of *developing OR needs improvement* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard will result in an overall rating no higher than *developing OR needs improvement* and may result in an overall *ineffective* rating.

Recommendation:

Reappointment **Conditional Reappointment** **Do Not Reappoint**

Printed Name of Principal/Evaluator: _____

Signature of Principal/Evaluator: _____ Date _____

Teacher and evaluator signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form and attached reporting instruments but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I may attach additional comments to this report.

Signature of Teacher: _____ Date _____

Distribution: Original-Local Site Personnel File Copy-Teacher Copy-Human Resources Personnel File

Fairfax County Public Schools
Teacher Summative Evaluation
Continuation Page

Teacher's Name _____ Employee ID No. _____

Comments:

Fairfax County Public Schools
Teacher Summative Evaluation
Continuation Page

Teacher's Name _____ Employee ID No. _____

Professional Growth Focus:

Professional Knowledge

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is expert in the subject area and has an understanding of current research in child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
Designs highly relevant lessons that will challenge and motivate all students and highly engage active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought about how to accommodate student needs.	Plans lessons with no differentiation.
Actively embeds a "growth" mindset so that students take risks, learn from mistakes, and understand that effective effort leads to achievement.	Conveys to students that effective effort, not innate ability, is the key.	Doesn't counteract student misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
Continually grabs student interest and makes connections to prior knowledge, experience, and reading.	Activates student prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks student interest or makes connections to their lives.

Instructional Planning

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Has a well-honed plan for the year that is tightly aligned with state standards/assessments, the FCPS Program of Studies and strategic goals.	Plans the year so students will meet state standards and be ready for external assessments and aligns the plan with the FCPS Program of Studies and strategic goals.	Has thought about how to cover standards and test requirements this year and has reviewed the FCPS Program of Studies and strategic goals.	Does not plan lessons in advance and has little familiarity with state standards and tests requirements or the FCPS Program of Studies and strategic goals.
Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals.	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Plans with little or no consideration for long-range curriculum goals.
Designs each lesson with clear, measureable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measureable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at covering textbook chapters or entertaining students.
Designs lessons involving an appropriate mix of high quality, diverse learning materials.	Designs lesson that use an effective, diverse mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre, low-quality, or inappropriate workbooks or worksheets.
Displays an extensive knowledge and use of resources including those available through the school, the division, in the community, and through professional organizations and universities.	Displays knowledge and use of resources available through the school, the division, and in some organizations external to the school.	Displays an awareness and use of resources available through the school but has no awareness of resources available more widely.	Appears to be unaware and/or does not use resources available through the school and division.
Shows students exactly what is expected by communicating essential questions and posting goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by communicating the essential questions and goals.	Posts the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
Actively seeks new ideas and engages in action research with colleagues to figure out what works best.	Seeks effective teaching ideas from colleagues, other professionals, and families and implements them.	Occasionally is persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.
Continually grabs student interest and makes connections to prior knowledge, experience, and reading.	Activates student prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks student interest or makes connections to their lives.

Instructional Delivery

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Continually presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, inappropriate, or inaccurate.	Often presents material in a confusing way, using language that is inappropriate.
Anticipates student misconceptions and confusions and develops multiple strategies to overcome them in order to reach learning goals.	Anticipates misconceptions that students might have and plans to address them in order to reach learning goals.	Considers one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate student learning needs but with mixed success.	Fails to differentiate instruction for students.
Uses coherence, lesson momentum, and seamless transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
Keeps all students challenged and highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to keep students actively involved, but some students are disengaged.	Does not attempt to keep students actively involved and relies heavily on lectures, textbooks, and worksheets.
Poses a range of questions designed to challenge students that results in thoughtful, genuine discussions among all students.	Poses a range of questions designed to promote student discussions, successfully engaging most students in the discussion.	Uses questions that seem to involve answers determined in advance by the teacher and which only involve some students in discussion.	Uses low level questions that often require single, correct answers with a few students dominating discussion.
Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.

Assessment of and for Student Learning

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
At the start of instruction, gives students a well-constructed diagnostic assessment, using the information to fine-tune instruction.	Diagnoses student knowledge and skills and makes small adjustments based on the data.	Does a quick exercise to assess student prior knowledge before beginning a unit.	Begins instruction without diagnosing student skills and knowledge.
Requires students to set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
Posts and reviews the criteria for proficient work, including rubrics and exemplars, for students to internalize and parents to view.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know or figure out what it takes to get good grades.
Uses a range of approaches to check for understanding, immediately eliminates confusion, and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses only simplistic methods to check for understanding during instruction.	Uses ineffective methods (“Is everyone with me?”) to check for understanding.
Frequently makes available student work with rubrics and commentary and uses it to motivate and direct effort.	Shares student work to make visible their progress with respect to standards.	Uses some ‘A’ student work as an example to others.	Uses only a few samples of student work or none at all.
Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application.
Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that’s it; the class has to move on to cover the curriculum.
Collaborates with colleagues to use formative assessment data, re-examine and fine-tune teaching, re-teach, and help struggling students.	Collaborates with colleagues to use data from formative assessments to adjust teaching, re-teach, and follow-up with failing students.	Looks over student tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
Collaborates with students, parents, and colleagues to reflect on what worked and what didn’t and continuously improves instruction.	Collaborates with students and colleagues to reflect on the effectiveness of lessons and continuously works to improve them.	At the end of teaching unit or semester, thinks about what might have been done better.	Does not revise and improve lessons for the future when teaching is unsuccessful.

Learning Environment

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is direct, specific, consistent and persistent in communicating and enforcing very high expectations for student behavior.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with improvised rules and consequences as events unfold during the year.
Skillfully uses room arrangements, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few displays.	Has a conventional furniture arrangement, hard-to-access materials, and few displays.
Successfully infuses class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
Has a highly effective discipline repertoire and can capture and hold student attention any time.	Has a repertoire of discipline “moves” and can capture and maintain students’ attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline “moves” and constantly struggles to get students’ attention.
Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
Wins all students’ respect and creates a climate in which disruption of learning is unacceptable.	Commands respect and refuses to tolerate disruption.	Often lectures students on the need for good behavior, and makes an example of “bad” students.	Publicly berates “bad” students, blaming them for their poor behavior.
Successfully develops students’ self-discipline, self-efficacy, and sense of responsibility.	Develops students’ self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions.	Is unsuccessful in fostering self-discipline in students.
Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families’ cultures and values.	Tries to be sensitive to the culture and beliefs of students’ families but sometimes lacks sensitivity.	Is often insensitive to the culture and beliefs of students’ families.

Professionalism

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is always ethical and honest, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, and/or uses poor judgment, and/or discloses student information.
In professional contexts, speaks and writes correctly and fluidly.	Uses correct grammar, usage, and spelling in professional contexts.	Periodically makes errors in grammar, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, usage, and/or spelling in professional contexts.
Carries out assignments conscientiously and punctually, keeps meticulous records, and is rarely late in meeting professional responsibilities.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late meeting professional responsibilities, makes errors in records.	Frequently skips assignments, is late with professional responsibilities, and makes errors in records.
Continually seeks out professional learning opportunities and initiates activities to contribute to the profession.	Seeks out professional learning activities and actively participates in assisting and sharing with other educators.	Participates in professional learning activities when convenient and makes occasional efforts to assist and share with colleagues.	Engages in little or no professional learning and makes no effort to assist and share with colleagues.
Actively seeks feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
Frequently collaborates formally and informally with colleagues to plan units, share ideas, and analyze formative assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack education substance.
Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
Deals immediately and successfully with parent concerns and always makes parents feel welcome.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming impression.	Does not respond to parent concerns and makes parents feel unwelcome in the school.
Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents who are easy to reach.	Makes little or no effort to contact parents.

Student Academic Progress

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Generates high level of student academic progress with all populations of learners	Generates appropriate level of student academic progress with all populations of learners	Generates appropriate level of student academic progress with only some populations of learners	Generates low level of student academic progress
At least ninety percent of students meet and/or exceed SMARTR goal	At least eighty percent of students meet and/or exceed SMARTR goal	At least fifty percent of students meet and/or exceed SMARTR goal	Less than fifty percent of students meet and/or exceed SMARTR goal

Fairfax County Public Schools
Performance Improvement Plan

Teacher's Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Grade/Subject _____

<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>

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

Evaluator's Signature/Date Initiated Teacher's Signature/Date Initiated

Results of Performance Improvement Plan¹:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates²</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: Follow-up with the Office of Performance and Development is required.

 Evaluator's Signature/Date Reviewed

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

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

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

APPENDICES

Appendix A

Sample Data Sources and Artifacts by Standard

Sample data sources and artifacts are guidelines and not an all-inclusive list.

Standard 1: Professional Knowledge

Analysis of data
Anecdotal notes
Class vision, mission, and goals
Data analysis tools
Feedback from students, parents, and colleagues
Home visits
Learning style assessments and profiles
Present level of performance
Narratives
Profile cards/checklists
Needs assessment and results
Notes/phone logs
Observation
Surveys
Student achievement data
Student work samples

Standard 2: Instructional Planning

Analysis of data
Anecdotal notes
Classroom observations
Common assessments
Data analysis tools
Description of prevention/intervention plans and their impacts
Documentation of academic planning with students
Documentation of instructional consultation
Emergency plans
Evidence of efforts to research, collaborate, and implement best practices
Extension/enrichment activities
Feedback from students, parents, and colleagues
Formative assessments
Grade book
Lesson plans
Narratives/report cards
Needs assessments and results
Observations
Rubrics
Student achievement data
Student work samples
Unit plans
Videos/photographs/podcasts/blackboard

Standard 3: Instructional Delivery

Analysis of data
Anecdotal notes
Common assessments
Data analysis tools
Differentiation (observed and written)
Extension/enrichment activities
Needs assessment and results
Observations
SMARTR Goals
Student work samples
Teacher made instructional materials
Unit plans
Videos/photographs of instruction/students at work

Standard 4: Assessment of and for Student Learning

Analysis of data
Anecdotal notes
Classroom observations
Common assessments
Data analysis tools
Description of prevention/intervention programs and their impact
Feedback from students, parents, and colleagues
Formative and Summative assessments
Lesson plans
Narratives/report cards/interim reports
Needs assessments and results
Observations
Rubrics
SMARTR Goals
Student work samples
Unit plans

Standard 5: Learning Environment

Anecdotal notes
Class vision, mission, and goals
Discipline plan
Emergency plans
Interviews
Notes/phone logs
Observations
Reports (grades, attendance, injury, compliance, etc..)
Self-assessments

Standard 6: Professionalism

Agendas, outcomes and notes from team/department/collaborative meetings

Brochure/certificate from conference attended

Collaboration logs

Emails

Feedback from colleagues, parents, students

Informal observations

MyPLT print out of courses

Professional growth plan

Reports

Self-assessments

SMARTR Goals

Standard 7: Student Academic Progress

Analysis of data

Anecdotal notes

Authentic measures (portfolios, recitation, performance)

Criterion referenced tests

Data analysis tools

Ecart/Horizon data

Formative and Summative assessment data

Grade book

Norm referenced tests

School/District adopted interim/benchmark assessments

SMARTR Goals

Standardized achievement tests

Student Growth Percentile (SGP) ***Note: These will not be used during the 2012-2013 school year***

Appendix B

Possible Appropriate Assessments by Subjects and Grade Levels

ENGLISH	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Exams			X	X	X
Diagnostic Spelling Assessments	X	X		X	X
eCART Division (Quarter) Assessments	X	X	X	X	X
Horizon Assessments (Catalog, School Public or Private)	X	X	X	X	X
DRA2	X	X		X	X
DRA2 Word Analysis	X			X	X
WIDA ACCESS	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
SOL Released Tests (Horizons and VDOE site)	X	X	X	X	X
Teacher /Team Developed Pre and Post Tests	X	X	X	X	X
Textbook Publisher Assessments	X	X	X	X	X
Writing Prompts	X	X	X	X	X
Performance Assessments	X	X	X	X	X

MATHEMATICS	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Exams			X	X	X
K-MRA (Mathematics Reasoning Assessment) and MRA (grades 1 – 2)	X			X	X
eCART Division (Quarter) Assessments	X	X	X	X	X
Horizon Assessments (Catalog, School Public or Private)	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	x
SOL Released Tests (Horizons and VDOE site)	X	X	X	X	X
Textbook Publisher Assessments	X	X	X	X	X
Teacher /Team Developed Pre and Post Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X

SCIENCE	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Exams			X	X	X
eCART Division (Quarter) Assessments	X	X	X	X	X
Horizon Assessments (Catalog, School Public or Private)	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	x
Textbook Publisher Assessments		X	X	X	X
SOL Released Tests (Horizons and VDOE site)	X	X	X	X	X
Teacher /Team Developed Pre and Post Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X

SOCIAL STUDIES	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Exams			X	X	X
Horizon Assessments (Catalog, School Public or Private)	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Textbook Publisher Assessments	X	X	X	X	X
SOL Released Tests (Horizons and VDOE site)	X	X	X	X	X
Teacher /Team Developed Pre and Post Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
ART	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Exams			X	X	X
eCART Division (Quarter) Assessments	X	X	X	X	X
Horizon Assessments (Catalog, School Public or Private)	X	X	X	X	X
Teacher /Team Developed Pre and Post Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Student Shows	X	X	X	X	X

MUSIC	Elementary	Middle	High	Students with Disabilities	English Language Learners
eCART Division (Quarter) Assessments	X	X	X	X	X
Horizon Assessments (Catalog, School Public or Private)	X	X	X	X	X
Teacher /Team Developed Pre and Post Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Student Shows	X	X	X	X	X
HEALTH / PHYSICAL EDUCATION	Elementary	Middle	High	Students with Disabilities	English Language Learners
Performance Assessments	X	X	X	X	X
eCART Division (Quarter) Assessments	X	X	X	X	X
Horizon Assessments (Catalog, School Public or Private)	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Teacher /Team Developed Pre and Post Tests	X	X	X	X	X

WORLD LANGUAGES	Elementary	Middle	High	Students with Disabilities	English Language Learners
Horizon Assessments (Catalog, School Public or Private)		X	X	X	X
PALS assessments		X	X	X	X
Advanced Placement Exams			X	X	X
CAREER AND TECHNICAL EDUCATION	Elementary	Middle	High	Students with Disabilities	English Language Learners
Horizon Assessments (Catalog, School Public or Private)			X	X	X
Industry Certifications			X	X	X
PERFORMING ARTS	Elementary	Middle	High	Students with Disabilities	English Language Learners
Performance Assessments		X	X	X	X
Skills Checklist		X	X	X	X
Student Shows		X	X	X	X

GLOSSARY

Annual Contract Teachers – Probationary teachers who are in the first three years of teaching in Fairfax County Public Schools (FCPS). They receive a final evaluation during each of their first three summative evaluation years. **Note:** Teachers new to FCPS but are continuing contract teachers in Virginia are considered annual contract teachers only during their first year.

Assessment – The collaborative process of teacher and evaluator determining the overall performance of the teacher based on seven performance standards and the related matrices.

Colleague Assistance Program (CAP) – The program assists teachers with specific instructional needs. A request for assistance may be initiated by a teacher or administrator and made to the Office of Employee Performance and Development, Department of Human Resources.

Continuing Contract Teachers – Teachers who are no longer annual contract teachers and receive a final evaluation during their summative evaluation year which occurs on a three-year cycle; their evaluation period begins upon the completion of a summative evaluation year and typically extends through two formative years followed by the next summative evaluation year.

Data Sources/Collections – Information, both tangible and intangible, obtained through observations, dialogue, teacher initiated documents, or student records. This includes student performance and school profile data. See Data Sources section, Part I.

Documentation Log – A log which includes both required artifacts and teacher-selected artifacts and provides evidence of the teacher meeting performance standards. The evaluator will determine which artifacts are required to be submitted by the teacher and will discuss this at the Goal Setting conference. See Data Sources section, Part I.

Draft Summative Evaluation – An evaluation which is not final because of delay in collecting previously identified data sources which are needed for evidence of meeting the SMARTR goal.

Evaluation Period – For annual contract teachers, the evaluation period is a single year; following the successful initial year, annual evaluation occurs for the next two successive years provided the teacher receives reappointment status. For continuing contract teachers, the evaluation period begins upon the completion of a summative evaluation year and typically extends through two formative years followed by the next summative evaluation year.

Evaluator – Principal, assistant principal, school-based administrator, or site administrator who is responsible for the overall supervision of personnel.

Evidence – Documents, data sources, collections that are used to assign or support rating or judgment of teaching performance.

Formative Evaluation Year – Each of the two years immediately following a continuing contracted teacher’s year of an evaluation period or an annual contracted teacher’s third year of an evaluation period where the teacher’s performance level was assessed across all seven standards during that summative evaluation year. During each of these years, the teacher remains accountable for effective performance in all seven standards, continues to set an annual SMARTR goal, and maintains/updates his/her *Documentation Log Cover Sheet*.

Formal Observation – An announced or unannounced visit to the classroom, work station, or other setting during which the observer records the essentials of best practice teaching: student-centered environment, assessment of student learning, and planning/teaching for student learning. Following all formal observations, the evaluator will have a follow-up discussion with the teacher regarding the evidence pertaining to the standards and provide written documentation to the teacher (sample formal observation forms are included in Part III of this handbook). A pre-conference may be conducted at the request of the teacher or evaluator on announced formal observations. **Note:** Formal observations are required to be conducted during a teacher’s summative evaluation year. Although there is no specified duration for these observations, it is highly recommended that the evaluator remain for the amount of time necessary to observe a complete lesson with a lesson transition.

Goal Setting Conference – A collaborative conference(s) held at the start of a school year between evaluator and teacher to determine the data sources/collections that will be utilized during the evaluation period; and to create specific SMARTR goals related to student progress. It is expected that a collaborative dialogue between the teacher and evaluator occurs at this conference which is key to supporting the continuous growth and development of the teacher to improve student academic progress and educator effectiveness. **Note:** All FCPS teachers are expected to create an evaluator-approved SMARTR goal during their formative and summative evaluation years, record it, and note progress towards its attainment on the *Goal Setting for Student Progress* form (see Part III). The goal must be specific to the students that the teacher will directly impact/teach; however, the teacher’s SMARTR goal may reflect a CLT team-developed goal that was based on the analysis of team’s assessment of their data. See SMARTR Goal definition and related section, Part I.

Informal Classroom Observations – These observations are generally unannounced visits of short duration which occur in a teacher’s classroom. Informal classroom observations will be documented using the *Teacher Observation* form shown in Part III.

Intervention Program – A program that provides planned and sustained assistance for a teacher who receives a conditional reappointment recommendation on the *Teacher Summative Evaluation*. The intervention team includes the teacher, a Human Resources performance assessment specialist, a curriculum designee, and a site administrator.

Intervention Work Plan – A plan developed by an intervention team which identifies best practice strategies and resources to assist a teacher receiving a conditional reappointment.

Key Elements – Samples of activities that address each performance standard. These elements are supported by the performance matrix for each of the seven standards, by which a teacher is evaluated. See Essential Components of Teacher Evaluation Program, Part I.

Midyear Performance Assessment – The evaluation completed at the mid-point of the teacher’s summative evaluation year that reports the performance for each of the seven standards. It also reports an overall evaluation summary rating that is calculated based on a range of scores, a midyear recommendation, as well as comments and a professional growth focus. See *Teacher Midyear Performance Assessment* form, Part III.

Mini-Observations – Short, unannounced classroom or work station visits that focus on the essentials of best practice teaching: student-centered environment, assessment of student learning, and planning/teaching for student learning. Mini-observations are followed by written feedback. A series of mini-observations may be used as a data source.

Observations – Announced or unannounced; formal, informal, or mini, methods the evaluator utilizes for gathering teacher performance information across the seven standards on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. For example, evaluators observe teachers by visiting classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations can be formal, informal, or mini in nature and serve as a source of information throughout the evaluation period. Formal observations are required to be conducted in any year a teacher is scheduled to receive a summative evaluation. All formal observations include a post-observation conference for the evaluator to provide feedback to the teacher. A pre-conference for formal observations may be conducted at the request of the teacher or the evaluator, and is encouraged for teachers on an annual contract. **Note:** A formal observation and three informal/mini observations are required to be conducted during a teacher’s summative evaluation year.

Observation Feedback – Written feedback provided by the evaluator to the teacher which summarizes information about the teacher’s performance in one or more standards that was obtained during the observation. During a post-formal observation conference, the evaluator reviews all information summarized on the *Formal Classroom Observation Form* as well as other applicable documentation. **Note:** Although there are times when oral feedback occurs, written feedback ensures that the observation is documented and is available to support the evaluation rating that is being assigned for the teacher by the evaluator

Performance Improvement Plan – A plan developed by the teacher, with the evaluator’s approval, which identifies best practice strategies to address identified key elements in one or more of the performance standards for the purpose of improving teaching performance. See related section, Part I.

Performance Matrices – The behavioral summary scales for each of the seven teacher performance standards that guide evaluators in assessing how well a standard is performed. Each matrix states the measure of performance expected of teachers and provides a

qualitative description of performance at each level and is intended to be qualitatively superior to all lower levels. **Effective is the expected level of performance.** See related section, Part I.

Performance Rating Levels – Performance ratings are based on evaluation of multiple sources of data collected by the teacher and the evaluator during the evaluation period. The rating levels provide a description of four levels of how well each of the seven standards is performed on a continuum from *highly effective* to *ineffective*. **Effective is the expected level of performance.** The general definitions for each of these four levels are:

- **Highly Effective** – The rating level which describes a teacher who maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exceptional and done in a manner that exemplifies the school’s mission and goals.
- **Effective** – The rating level which describes a teacher who meets the standard in a manner that is consistent with the school’s mission and goals.
- **Developing** – The rating which describes a teacher who often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals. This rating is used only for new teachers in their first three years.

OR

Needs Improvement – The rating which describes a teacher who often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals. This rating is used only for veteran teachers beyond their first three years.

- **Ineffective** – The rating which describes a teacher who consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.

Performance Standards – The major duties performed by a teacher. Each of the seven performance standards in this handbook are in accordance with the *Guidelines for Uniform Performance and Evaluation Standards* adopted by the Virginia Board of Education in 2011. See related section, Part I.

Pre-Observation Conference – A meeting that may be conducted at the request of the teacher or the evaluator prior to a formal announced observation and documented on the *Pre-Observation Conference Record* (see related form, Part III). The teacher collaboratively shares lesson plans and pertinent instructional delivery information for overall lesson understanding by the evaluator. Pre-observation conferences are encouraged for teachers on an annual contract.

Preponderance of Evidence – An adequate prevalence of written documentation for each of the data sources being used during the evaluation period. The written documentation must support the rating judgment that is being made by the evaluator on each of the seven standards during the summative evaluation year.

Professional Growth Focus – The portion of the *Teacher Midyear Performance Assessment* and *Teacher Summative Evaluation* form that provides the teacher with areas of focus for the enhancement or improvement of teaching.

Review of Records – An analysis of files and other materials conducted to obtain information about a teacher’s establishment and maintenance of accurate records. These records could include but are not limited to a teacher’s plan book, grade book, portfolios, teacher-prepared materials, grading policy, class management plan, and student records.

Self-Assessment – A teacher’s examination of his/her own performance (strengths and areas of growth/development) on the *Teacher Professional Standards*. See *Teacher Self-Assessment* form, Part III.

Self-Assessment Conference – A conference in which the evaluator and teacher discuss the *Teacher Self-Assessment* and/or *Goal Setting for Student Progress*. See related forms, Part III. **Note:** The conference is held on or before October 31.

Single Summative Rating – The rating assigned by the evaluator at the conclusion of the summative year. The rating will be: *highly effective, effective, developing OR needs improvement, or ineffective*. See *Rating Teacher Performance*, Part I.

SMARTR Goal – Goal created collaboratively by all teachers and their evaluators at the start of a school year that is rigorous and directly relates to student learning and progress. See *Goal Setting for Student Progress* form, Part III. The goal is **S**trategic and **S**pecific (aligned with school-wide goals and focused on specific learning needs of all students), **M**easurable (quantitative, observable, consistent measure for grade level), **A**ttainable (doable yet challenging), **R**esults-oriented (identifies specific outcomes or targets for student achievement), and **T**ime-bound (establishes a sense of priority or urgency for goal attainment), and **R**igorous (has appropriate level of rigor to demonstrate mastery of learning objective). **Note:** Annually, each FCPS teacher creates an evaluator-approved SMARTR goal and monitors student progress towards the goal’s attainment.

Structured Interview – An interview on one or two evaluator-developed questions pertaining to each standard designed to gather information from the teacher about performance as related to the seven standards. After a specified period of time for the teacher to respond (e.g., two weeks), the evaluator considers the responses, conducts a conference, and provides written feedback to the teacher. The evaluator may create his/her own questions. See related form, Part III.

Student Growth Percentile (SGP) – A statistical model used by the Virginia Department of Education (VDOE) to measure student progress using multiple years of data from Virginia *Standards of Learning* (SOL) assessments statewide, linked by unique student identifiers, to calculate SPGs. The SPGs are reported in percentiles 1 – 99 for specific student cohorts that were identified based on similar *Standards of Learning* scaled scores for grade and curriculum content. Growth for each student is determined by comparing that student’s growth with that of his/her identified cohort. Higher percentile numbers represent higher

growth and lower numbers represent lower growth. Each year as SOL scaled score assessment data is analyzed by VDOE, adjustments are made to each student cohort and the growth for each student is determined by comparing that student's growth with that of his/her newly identified cohort. **Note:** FCPS will not use SGP during the 2012-2013 school year.

Student Academic Progress – Defined by the Code of Virginia *Article 2, 22.1-295*, the basis of the procedure used by division superintendents and principals in evaluating the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge. In FCPS, student academic progress (grade and curriculum content) is measured by the level of growth students experience during one school year and is based on the SMARTR goal established by the teacher and evaluator at the beginning of each year.

Student Opinion Survey – Teacher created questions to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, it is to provide feedback directly to the teacher for growth and development. The survey is conducted anonymously and may provide information that may not be accurately obtained in observations. High school principals may require the use of student surveys. The teacher may choose to include a summary of the survey data in the Documentation Log. A sample *Student Opinion Survey Summary* Form is provided in Part III. **Note:** For 2012-13, FCPS will use student opinion surveys at grades 9-12.

Summative Evaluation – The evaluation completed at the end of a Summative Evaluation Year, at the end of each year for annual contract teacher, or at the end of the year for a conditionally appointed teacher. It reports a rating for each of the seven standards based upon a preponderance of evidence. It also reports an overall evaluation summary that is calculated based on a numerical assessment (1-4) assigned to each rating and a range of scores noted in Figure 13, *Weighted Calculations*, a summative recommendation, as well as comments and a professional growth focus.

Summative Evaluation Year – The culmination year of a teacher's evaluation period during which evaluators follow the established process outlined in the handbook in order to assess a teacher's performance level across all seven standards. This process involves a self-assessment/goal setting conference, creation/assessment of a SMARTR goal focusing on student progress, collection of data sources that are documented in writing by the evaluator, a midyear performance assessment, and a summative evaluation.

Summative Recommendation – The recommendation assigned by the evaluator at the conclusion of the summative year. The recommendation will be: reappointment, conditional reappointment, or do not reappoint. See *Improving Professional Performance*, Part I.

Support Dialogue – A discussion initiated by the evaluator or teacher at any point during the formative or summative years, about the teacher's performance needs and held to address those needs. See related section, Part I.

Teacher – Includes teacher-scale employees, counselors, media specialists, central resource and special projects teachers, assistant athletic directors, speech and language clinicians, school-based technology specialists, instructional coaches, etc.

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ENDNOTES

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