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Norfolk Public Schools
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Teacher Performance Evaluation System

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The contents of this *Norfolk Public Schools Teacher Performance Evaluation System* Handbook have been adapted from the Virginia Department of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. In the VDOE's *Guidelines*, they note, "*Portions of these teacher evaluation materials were adapted from teacher evaluation handbooks, research, and publications developed and copyrighted [2010] by James H. Stronge. James H. Stronge hereby grants permission for noncommercial use to the Virginia Department of Education, Virginia school divisions, and other Virginia educational organizations to modify, create derivatives, reproduce, publish, or otherwise use these materials exclusively in Virginia. Permission is not granted for its use outside of the Commonwealth of Virginia.*"

Part I: Introduction

Why Good Evaluation is Necessary

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

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

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

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

Importance of Recognizing Teacher Effectiveness

Characterizing teacher effectiveness is important because of the direct impact teachers have on student performance. In fact, teacher effectiveness is the most significant school-related variable impacting student learning outcomes. Stronge, et al., conducted a study on teacher effectiveness and discovered that a 30 + percentile point difference in student achievement in mathematics and English could be attributed to the quality of teaching that occurred in the classroom over an academic year.

Purposes of Evaluation

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

- contribute to the successful achievement of the goals and objectives defined in the school division's educational plan;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- implement a performance evaluation system that promotes a positive working environment and continuous communication between the teacher and the evaluator that promotes continuous professional growth and improved student outcomes;
- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately
- optimize student learning and growth.

A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the teacher performance standards;
- a focus on the relationship between teacher performance and improved student learning and growth;
- a system for documenting teacher performance based on multiple data sources regarding teacher performance;
- the use of multiple data sources for documenting performance, including opportunities for teachers to present evidence of their own performance as well as student;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases teacher involvement in the evaluation process; and
- a support system for providing assistance when needed.

Part II: Uniform Performance Standards for Teachers

The uniform performance standards for teachers are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective instructional practice. The performance standards also provide flexibility, encouraging 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.

Defining Teacher Performance Standards

Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The expectations for professional performance are defined using a two-tiered approach: performance standards and performance indicators.

Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are seven performance standards as shown in Figure 2.1.

Figure 2.1: *Performance Standards*

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

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

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive.

Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. However, some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. **Performance ratings are not made at the performance indicator level but at the performance standard level.**

Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators. Sample performance indicators for each of the performance standards follow.

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
   Sample Performance Indicators
   Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
   1.1   Effectively addresses appropriate curriculum standards.
   1.2   Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
   1.3   Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
   1.4   Demonstrates an accurate knowledge of the subject matter.
   1.5   Demonstrates skills relevant to the subject area(s) taught.
   1.6   Bases instruction on goals that reflect high expectations and an understanding of the subject.
   1.7   Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
   1.8   Communicates clearly and checks for understanding.

Performance Standard 2: Instructional Planning

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

    Sample Performance Indicators

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

    2.1   Uses student learning data to guide planning.

    2.2   Plans time realistically for pacing, content mastery, and transitions.

    2.3   Plans for differentiated instruction.

    2.4   Aligns lesson objectives to the school's curriculum and student learning needs.

    2.5   Develops appropriate long- and short-range plans and adapts plans when needed.

Performance Standard 3: Instructional Delivery

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

    Sample Performance Indicators

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

    3.1   Engages and maintains students in active learning.

    3.2   Builds upon students' existing knowledge and skills.

    3.3   Differentiates instruction to meet the students' needs.

    3.4   Reinforces learning goals consistently throughout lessons.

    3.5   Uses a variety of effective instructional strategies and resources.

    3.6   Uses instructional technology to enhance student learning.

    3.7   Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of and for Student Learning

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

    Sample Performance Indicators

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

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

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

    4.3   Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

    4.4   Aligns student assessment with established curriculum standards and benchmarks.

    4.5   Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.

    4.6   Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

    4.7   Gives constructive and frequent feedback to students on their learning.

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

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

5.1   Arranges the classroom to maximize learning while providing a safe environment.

5.2   Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3   Maximizes instructional time and minimizes disruptions.

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

5.5   Promotes cultural sensitivity.

5.6   Respects students' diversity, including language, culture, race, gender, and special needs.

5.7   Actively listens and pays attention to students' needs and responses.

5.8   Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism

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

Sample Performance Indicators

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

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

6.2   Adheres to federal and state laws, school and division policies, and ethical guidelines.

6.3   Incorporates learning from professional growth opportunities into instructional practice.

6.4   Sets goals for improvement of knowledge and skills.

6.5   Engages in activities outside the classroom intended for school and student enhancement.

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

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

6.8   Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9   Demonstrates consistent mastery of standard oral and written English in all communication.

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

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

7.1   Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

7.2   Documents the progress of each student throughout the year. Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.

7.3   Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

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.

Part III: Documenting Teacher Performance

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the teacher's work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on teacher performance. These suggested documentation sources for teacher evaluation can be used for both probationary and continuing contract teachers.

Figure 3.1: *Suggested Documentation Sources for Teacher Evaluation*

Data Source	Definition
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and review of student data.
Informal Observations	Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Student Surveys	Student surveys provide information to the teacher about students' perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher who prepares a survey summary for inclusion in the portfolio.
Portfolios/ Document Logs	Portfolios/document logs provide documentation generated by the teacher for the seven performance standards.
Self-Evaluation	Self-evaluations reveal the teachers' perceptions of their job performance.

Observations

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

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

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

Formal Observations

In a formal observation, the evaluator conducts a structured or semi-structured, planned observation - either announced or unannounced - typically of a teacher who is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. Formal classroom observations should last a specified period of time (for example, 30 or 45 minutes, or the duration of a full lesson). For maximum value, the building level administrator should ensure that formal observations occur throughout the year.

The evaluator should provide feedback about the observation during a review conference with the teacher. During the session - which should occur within 72 business hours of the observation - the evaluator reviews all information summarized on the *Formal Classroom Observation Form* as well as any other applicable documentation. Sample post-observation inquiries are shown in Figure 3.2.

Figure 3.2: *Sample Post-Observation Inquiries*

> What went well during the lesson I observed?
> What would you do differently the next time you teach this lesson and/or use a particular instructional strategy?
> How would you describe the learning climate of the classroom during the lesson?
> What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?
> How did you address students who needed more time to fully understand and master the concept?
> I observed a "snapshot" of your instruction. How well did the students' learning reflect your intended learning outcomes?
> What informal or formal assessments did you conduct prior to teaching this lesson? How did the data from the assessments influence this lesson?
> How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it?
> What student characteristics or needs do you keep in mind as you are giving directions?
> What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?

Informal Observations

Informal observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle. These informal observations typically are less structured than formal observations.

Informal observations might include observing instruction for a short duration (i.e., ten to fifteen minutes) or observing work in non-classroom settings at various times throughout the school year. For example, an informal observation might include briefly visiting a classroom during a science laboratory experiment

or observing a teacher participating in a faculty meeting or committee meeting. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance. Also, it is important to obtain a representative sampling of performance observations through regular, repeat visits to classrooms.

Walk-Through Observations

Walk-through observations have been popularized in recent years as a means for documenting and assessing practices and trends throughout a school. Typically, walk-through observations are designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying on these visits for individual teacher evaluation as, generally, they are not designed for teacher evaluation. Visits of three to five minutes, even if conducted frequently, may not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). In most pre-kindergarten through grade 12 teacher evaluation systems, the sole purpose of the surveys is to provide feedback directly to the teacher for professional growth and development.

Teachers should administer annual student surveys according to school division guidelines during a specified time period. Teachers at the middle and high school levels should administer surveys to two classes of students that are representative of their teaching assignment(s) during a specified year. At the teacher's discretion, additional questions may be added to the survey. The teacher will retain sole access to the student surveys; however, the teacher may be required to provide a summary of the surveys to the evaluator.

Different versions of the student survey are designed to reflect developmental differences in students' ability to provide useful feedback to their teacher. All surveys should be completed anonymously to promote honest feedback.

Portfolios and Document Logs

Artifacts of a teacher's performance can serve as valuable and insightful data source for documenting the work that teachers actually do. These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the teachers' own documentation of their work by various names, but their purpose is essentially the same – to provide evidence of teaching excellence. The items included provide evaluators with information they likely would not observe during the course of a typical classroom visit. They also provide the teacher with an opportunity for self-reflection, demonstration of quality work, and are a basis for two-way communication with an evaluator. The emphasis is on the *quality* of work, not the *quantity* of materials presented.

Portfolios

The professional portfolio is an organized collection of work that demonstrates the educator's skills, talents, and accomplishments for the evaluation cycle. It contains a broader, more comprehensive collection of material than does a document log, and the selection of material to be included is often at the discretion of the teacher. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting division teaching standards and is therefore an important part of the evaluation process. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry. If student work samples are used in the portfolio, all personally identifiable information should be removed. The portfolio is an official document that is maintained by the teacher and reviewed periodically by the evaluator. It is the property of the teacher and follows the teacher when work assignments change.

Portfolios are an important element of an evaluation system because they allow evaluators to get a more accurate portrait of a teacher's performance, while assisting teachers in monitoring and improving their own performances, which in turn, can result in better instructional delivery and learning opportunities for students. They also help in making the instructional relationship between a teacher's lesson plans, student work, and assessments clear. Tucker, Stronge, and Gareis (2002) discussed the beneficial nature of portfolios pointing out:

> *Teacher portfolios are appealing for many reasons, including their authentic nature, recognition of the complex nature of teaching, encouragement of self-reflection, and facilitation of collaborative interaction with colleagues and supervisors. In addition, the inherent flexibility and adaptability of portfolios makes them an attractive vehicle for a range of purposes, particularly professional growth and evaluation…Portfolios embody professionalism because they encourage the reflection and self-monitoring that are hallmarks of the true professional.*

The amount of material that can be collected for a portfolio is limited to the size of a binder - generally a 1.5-inch three-ring binder - thus, the employee must be selective. The portfolio should include only material that is applicable for the individual teacher's evaluation cycle.

There are several key features of a quality teaching portfolio:

- It is grounded in the professional teaching standards.
- Artifacts of teacher and student work are selected purposefully to document teacher responsibilities accurately.
- It includes reflection on what the artifacts mean and how the teacher learned from them.

Performance Artifacts

Performance artifacts are "the products and by-products of teaching that demonstrate a teacher's performance. They are the raw materials on which teachers reflect and from which they learn." Artifacts are not created solely for a portfolio or document log, but are readily reviewed in portfolio/document log form. They should provide evidence of one or more of the teacher performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Figure 3.3 offers suggestions for creating captions.

Figure 3.3: *Artifact Captions*

Descriptive title of the artifact
Performance standard documented by the artifact
Date created
Who created the artifact
Brief description of the context in which the artifact was used
Additional commentary by the teacher (if desired)

Tips on Creating a Portfolio

The professional portfolio:

- is a work in progress and should be continually maintained throughout the evaluation period;
- should be user-friendly (neat, organized);
- includes a brief description or explanation for each entry;
- contains appropriate documentation based on contract status (i.e., probationary teachers, teachers with continuing contract);
- contains the items the teacher wishes to present to your evaluator, but will not be graded. The teacher will have full responsibility for contents, pacing, and development;
- is limited to items that will fit within the binder. Larger items can be photographed or photocopied for inclusion. Artifacts that do not fit in the binder (e.g., video or audio tapes) may be submitted, if agreed to by the evaluator in advance; and
- should contain summary information and analysis whenever possible.

Document Logs

Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division. For probationary teachers and for teachers on *Performance Improvement Plans*, the document log contains items relevant to a single evaluation year. A new document log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the document log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it is clear which school year it represents (for example: 2010-2011 Parent Contact Log).

Sample Documentation

Suggested documentation for each of the seven performance standards is listed below.

1. **Professional Knowledge**: *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
   a. Summary of a plan for integrating instruction
   b. Class profile
   c. Annotated list of instructional activities for a unit
   d. Annotated photographs of teacher-made displays used in instruction
   e. Annotated samples or photographs of instructional materials created by the teacher
   f. Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)
   g. Summary of consultation with appropriate staff members regarding special needs of individual students
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.*
   a. Course syllabus
   b. Lesson plan
   c. Intervention plan
   d. Substitute lesson plan

3. **Instructional Delivery**: *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*
   a. Samples of handouts/presentation visuals
   b. Technology samples on disk

4. **Assessment of and for Student Learning:** *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*
   a. Brief report describing your record-keeping system and how it is used to monitor student academic progress
   b. Copy of teacher-made tests and other assessment measures
   c. Copy of scoring rubric used for a student project
   d. Summary explaining grading procedures
   e. Photocopies or photographs of student work with written comments
   f. Samples of educational reports, progress reports, or letters prepared for parents or students

5. **Learning Environment:** *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*
   a. Student Survey Summary (for teachers of students in grades 1-12)
   b. List of classroom rules with a brief explanation of the procedures used to develop and reinforce them
   c. Diagram of the classroom with identifying comments
   d. Diagram of alternative classroom arrangements used for special purposes with explanatory comments
   e. Schedule of daily classroom routines
   f. Explanation of behavior management philosophy and procedures

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.*
   a. Résumé
   b. Documentation of presentations given
   c. Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)
   d. Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.
   e. Samples of communication with students, parents/guardians, and peers

7. **Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*
   a. Student Achievement Goal Setting Form
   b. Chart of student academic progress throughout the year
   c. Analysis of grades for the marking period
   d. Log of collegial collaboration
   e. Documentation of meeting established annual goals
   f. Test critique
   g. Table of key knowledge and skills which indicates level of student mastery
   h. Student progress data, if available
   i. Data on student achievement from other valid, reliable sources

Self-Evaluation

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

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers' control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Aiarasian and Gullickson (1985) offered several strategies to enhance teachers' self-evaluation (see Figure 3.5).

Figure 3.5: *Strategies to Enhance Self-Evaluation*

Self-reflection tools: These involved check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.
Media recording and analysis: Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher's performance.
Student feedback: Surveys, journals, and questionnaires can provide a teacher with the students' perspective.
Teacher portfolio: Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolio.
Student performance data: Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth.
External peer observation: Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher's behavior.
Journaling: Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.
Collegial dialogue/experience sharing/joint problem solving: By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst for them to examine their own practices.

Part IV: Connecting Teacher Performance to Student Academic Progress

Despite the preponderance of evidence that the most important school-related factor in students' education is the quality of their teachers, teacher evaluation frequently ignores the results of teaching – student learning. Schalock, Schalock, Cowart, and Myton (1993) stated that if the purpose of teaching is to nurture learning, then both teachers and schools as a whole should be judged for their effectiveness on the basis of what and how much students learn. Using student academic progress (as a measure of student achievement) to inform teacher evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement. Research strongly supports the argument that ineffective teachers negatively impact students' learning while effective teachers lead to higher student achievement growth.

In addition, linking student academic progress with teacher evaluation offers significant potential because progress:

- provides an objective measure of teacher effectiveness and recognizes that students bring different levels of achievement to each classroom;
- can serve as meaningful feedback for instructional improvement;
- can serve as a barometer of success and a motivation tool; and
- is derived from student assessment and is an integral facet of instruction.

Why Connect Teacher Performance to Student Academic Progress?

There are many reasons for including student academic progress in achievement information as part of the teacher evaluation process.

- There is an abundant research base substantiating the claim that teacher quality is the most important school-related factor influencing student achievement.
- Using measures of student learning in the evaluation process provides the "ultimate accountability" for educating students.
- Another requirement for the fair determination of learning gains is a defensible methodology for analyzing measures of student learning. Note: while various applications that currently are available have been carefully and thoughtfully developed and tested with the best psychometric elements considered, there are no applications that are perfect.
- The variance in student achievement gains explained by teacher effects is greater in low socio-economic status schools than in high socio-economic status schools.

Furthermore, there are several other compelling findings related to the impact a teacher's effectiveness has on students:

- A teacher in the 90th percentile of effectiveness can achieve in half a year what a teacher at the 10th percentile can do in a full year.
- Teachers who were highly effective in producing higher-than-expected student achievement gains (top quartile) in one end-of-course content test (reading, mathematics, science, and social studies) tended to produce top quartile residual gain scores in all four content areas. Teachers who were ineffective (bottom quartile) in one content area tended to be ineffective in all four content areas.

- The variance of teacher effects in mathematics is much larger than that in reading, possibly because mathematics is learned mostly in school and, therefore, may be more directly influenced by teachers. This finding also might be a result of greater variation in how well teachers teach mathematics.

Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Article 2, §22-1.293 of the *Code of Virginia*: Teachers, Officers and Employees, states, in part, the following:

> C. A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to his supervision. Principals must have received training, provided pursuant to § 22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress, prior to submitting such recommendations. Assistant principals and other supervisory personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.

Article 2, §22.1-295 states, in part, the following:

> School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Methods for Connecting Student Performance to Teacher Evaluation

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. There are three key points to consider in this model:

1. Student learning should be determined by multiple measures of student academic progress.
2. Progress (value) table data as provided from the Virginia Department of Education may be used when the data are available and can be used appropriately.
3. One or more alternative measures with evidence that the alternative measure is valid should be used in teacher evaluation. Note: Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

It is important to understand that less than 30 percent of teachers in Virginia's public schools will have a direct measure of student academic progress available based on Standards of Learning assessment results. When the state-provided progress measure *is* available, it is important that the data be reviewed for

accuracy and appropriateness before including in a teacher's performance evaluation. Guidance for applying progress table data to teacher performance evaluation is provided in Figure 4.3. It is important to recognize that, there must be additional measures for all teachers to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state, and to ensure that more than one measure of student academic progress can be included in all teacher's evaluations. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

In choosing measures of student academic progress, schools and school divisions should consider individual teacher and school wide goals, and align performance measures to the goals. In considering the association between school wide goals and teacher performance, it may be appropriate to apply the state growth measure - progress tables - as one measure of progress for teachers who provide support for mathematics or reading instruction. For example, progress table data could be applied at the school level, grade level, department, sub-group, or by the individual teacher as one of multiple measures for documenting student academic progress. This would be appropriate only if all teachers were expected to contribute directly to student progress in mathematics or reading. It is critical that decisions to apply progress table data to support teachers as part of their evaluation must be made in a manner that is consistent with individual, school or school division goals.

In considering school wide goals, school leaders could decide that all teachers would be evaluated, in part, based on state-provided progress table data. An example of an appropriate application of the progress table data is presented in the box below.

If a school was focused on school wide improvement in mathematics, the leadership might identify strategies that enable all instructional personnel - including resource teachers - to incorporate into their classroom instruction that supports school wide growth in mathematics. In this situation, the school also may choose to incorporate the progress table data in mathematics as an indicator of progress for teachers who are responsible for supporting mathematics instruction, as well as other progress indicators such as those developed through student goals based on content specific goals (e.g., student achievement goals developed for learning in music class). Teachers who have primary responsibility for providing mathematics instruction (primary classroom teachers) incorporate the progress table data from students in their classes and another measure of student academic progress as indicators of progress documented to meet Standard 7.

Other measures of student academic progress are critical for determining teacher impact on performance. To the extent possible, teachers and administrators should choose measures of student academic progress that are based on validated quantitative measures, and provide data that reflect progress in student learning. Validated assessment tools that provide quantitative measures of learning and achievement should be the first choice in measuring student academic progress. Often, a combination of absolute achievement, as measured by nationally validated assessments and goal setting (described later in this document) is appropriate.

There also are teachers for whom validated achievement measures are not readily available. In these situations, student goal setting provides an approach that quantifies student academic progress in meaningful ways and is an appropriate option for measuring student academic progress.

Figure 4.3: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Teacher Performance Evaluations*

Teachers	Application of Progress Table Data	Other Student Academic Progress Measures
Teachers of reading and mathematics for whom progress table data are available	Progress table data may be used when: • data from students are representative of students taught; and • data from two consecutive years are available.	Other measures of student academic progress: • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).
Teachers who support instruction in reading and mathematics for whom progress table data are available	When aligned to individual or school wide goals, progress tables at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level) may be used when data are representative of students taught; and are available for two consecutive years: • Decisions about the application of progress table data for support teachers must be made locally. • Depending on school wide goals, it is possible that all instructional personnel in a school are considered support teachers.	Measures of student academic progress other than the progress table data, depending on the application of this data to teachers who support mathematics and reading instruction: • Quantitative measures already available in the school that are validated and provide valid measures of student academic growth (as opposed to absolute achievement) should be given priority in evaluation. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.
Teachers who have no direct or indirect role in teaching reading or mathematics in grades where progress table data are available	Not applicable	Measures of student academic progress other than the progress table data: • Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.

Goal Setting for Student Achievement

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals - not just any goals, but goals set squarely on student performance - is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting* 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. Simply put, a value-added assessment system can be summarized using the equation in Figure 4.4.

Figure 4.4: *Student Achievement Goal Setting Equation*

> **Student Learning End Result**
> - **Student Learning Beginning Score**
> **Student Gain Score**

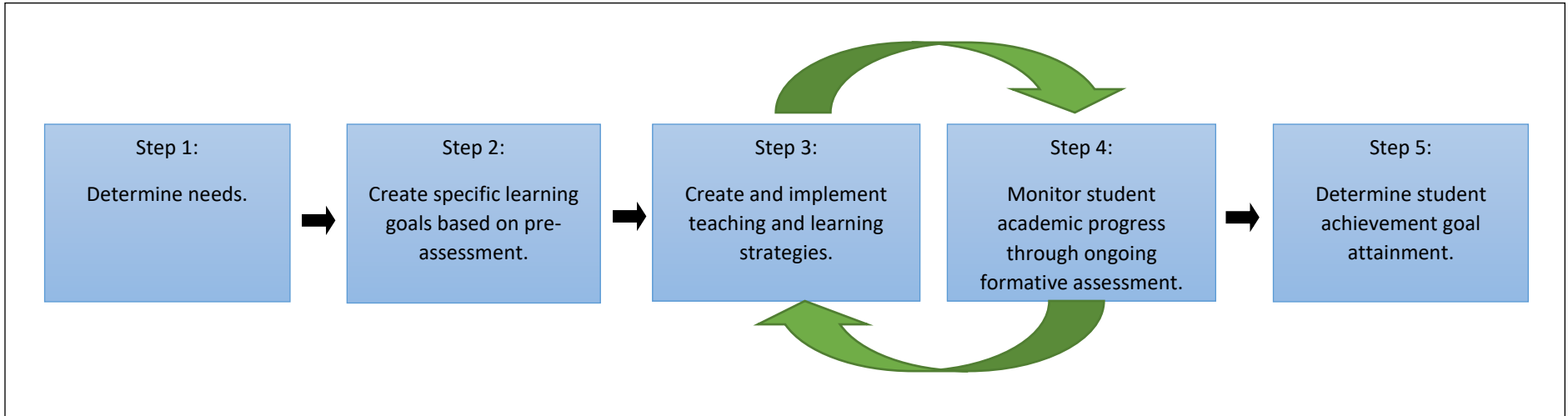## Why Student Achievement Goal Setting?

Teachers have a definite and powerful impact on student learning and academic performance. The purposes of goal setting include focusing attention on students and on instructional improvement based on a process of determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year (or a specific period time). 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.

Goal Setting Process

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 4.5 depicts these steps.

Figure 4.5: *Student Achievement Goal Setting Process*

Step 1:	Step 2:	Step 3:	Step 4:	Step 5:
Determine needs.	Create specific learning goals based on pre-assessment.	Create and implement teaching and learning strategies.	Monitor student academic progress through ongoing formative assessment.	Determine student achievement goal attainment.

Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. Student academic progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and *the measurable difference*.

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

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

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

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 4.6) is a useful way to self-assess a goal's feasibility and worth.

Figure 4.6: *Acronym for Developing Goals*

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

Part V: Rating Teacher Performance

For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both interim 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, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Interim Evaluation

Some teacher evaluation systems include an interim review in order to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources are used to compile a *Teacher Interim Performance Report* that indicates if a teacher has shown evidence of each of the performance standards. *Please note that the Teacher Interim Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance.*

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual teacher performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined teacher expectations.

Definitions of Ratings

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

How a Performance Rubric Works

Evaluators have two tools to guide their judgments for rating teacher performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven teacher performance standards. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practices. The rating of "proficient" is the expected level of performance. Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision makers.

Performance Rubrics for Performance Standards

Teachers are evaluated on the performance standards using the following performance appraisal rubrics:

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

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
1.1   Effectively addresses appropriate curriculum standards.
1.2   Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
1.3   Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
1.4   Demonstrates an accurate knowledge of the subject matter.
1.5   Demonstrates skills relevant to the subject area(s) taught.
1.6   Bases instruction on goals that reflect high expectations and an understanding of the subject.
1.7   Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
1.8   Communicates clearly and checks for understanding.

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

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

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
2.1   Uses student learning data to guide planning.
2.2   Plans time realistically for pacing, content mastery, and transitions.
2.3   Plans for differentiated instruction.
2.4   Aligns lesson objectives to the school's curriculum and student learning needs.
2.5   Develops appropriate long- and short-range plans, and adapts plans when needed.

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

Performance Standard 3: Instructional Delivery

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

Sample Performance Indicators

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

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

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

Performance Standard 4: Assessment of and for Student Learning

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

Sample Performance Indicators

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

4.1   Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
4.2   Involves students in setting learning goals and monitoring their own progress.

4.3   Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
4.4   Aligns student assessment with established curriculum standards and benchmarks.
4.5   Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
4.6   Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
4.7   Gives constructive and frequent feedback to students on their learning.

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

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

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
5.1   Arranges the classroom to maximize learning while providing a safe environment.
5.2   Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. Maximizes instructional time and minimizes disruptions.
5.4   Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
5.5   Promotes cultural sensitivity.
5.6   Respects students' diversity, including language, culture, race, gender, and special needs.
5.7   Actively listens and pays attention to students' needs and responses.
5.8   Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

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

Performance Standard 6: Professionalism

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

Sample Performance Indicators

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

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

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

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

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

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
7.1   Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
7.2   Documents the progress of each student throughout the year.
7.3   Provides evidence that achievement goals have been met, including the state-provided progress table data when available as well as other multiple measures of student growth.
7.4   Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

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

Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate information sources, the evaluator applies the four-level rating scale to evaluate a teacher's performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle. However, if a teacher with continuing contract status is not meeting expectations (at any point in the cycle) or is fulfilling a performance improvement plan, the evaluation cycle will vary. Summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle.

Summative ratings apply the rating for each of the seven performance expectations.

In determining the final summative rating, the following approach will be used:

1. Numbers will be applied to the rating scale:
   Exemplary = 4
   Proficient = 3
   Developing/Needs Improvement = 2
   Unacceptable = 1;
2. The weighted contribution of each standard of the summative evaluation will be calculated; and
3. The weighted contributions will be added to calculate the summative rating.

Teacher performance standard weights and performance level rating score ranges appear on the right.

Teacher Performance Standard	Weight
Standard 1	1.5
Standard 2	1.5
Standard 3	1.5
Standard 4	1.5
Standard 5	1.5
Standard 6	1
Standard 7	1.5

Performance Level Rating	Score Range
Exemplary	35-40
Proficient	26-34
Developing/Needs Improvement	20-25
Unacceptable	10-19

Part VI: Improving Teacher 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 for their school.

There are three tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Plan for Growth* which has a more formal structure and is used for notifying a teacher of performance that *requires* improvement due to less-than-proficient performance. The third is the *Performance Improvement Plan*, which is formally assigned as a result of a finding by the Performance Review Board (PRB) process that the teacher has failed to improve his or her performance when given multiple opportunities to do so. Like the *Plan for Growth,* this plan *requires* improvement due to less-than-proficient performance.

All three tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 6.1 highlights key differences between the processes.

Figure 6.1: *Three Tools to Increase Professional Performance*

	Support Dialogue	Plan for Growth	Performance Improvement Plan
Purpose	For teachers who could benefit from targeted performance improvement OR who would like to systematically focus on her/his own performance growth.	For teachers whose work is in the "Developing/Needs Improvement" or "Unacceptable categories"	For teachers whose work is in the "Developing/Needs Improvement" or "Unacceptable categories"
Initiates Process	Evaluator or teacher	Evaluator	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/ other forms of documentation at the building/worksite level	Form Required: *Plan for Growth* Building/Worksite Level	Form Required: *Performance Improvement Plan* Building/Worksite Level Director/Superintendent is notified
Outcomes	• Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the teacher • In some instances, little or no progress -- the employee may be moved to an	• Sufficient improvement -- recommendation to discontinue *Plan for Growth* • Inadequate improvement -- recommendation to be placed on	• Sufficient improvement -- recommendation to continue employment • Inadequate improvement -- recommendation to continue on

	Improvement Plan	Performance Improvement Plan and/or non-renewal or dismissal	Performance Improvement Plan and/or non-renewal or dismissal

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. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing teachers. The option for a *Support Dialogue* is open to any teacher who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the teacher's growth (see sample prompts in Figure 6.2) 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 in Figure 6.2).

Figure 6.2: *Sample Prompts*

Sample Prompts for the Initial Conversation
What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about _____(tell specific concern). What has gone well?
What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a teacher seeking self-improvement, the evaluator and the teacher may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For teachers for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Plan for Growth* or *Performance Improvement Plan*. Once placed on a *Plan for Growth* and *Performance Improvement Plan* the employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

Plan for Growth and Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher will be placed on a *Plan for Growth* or *Performance Improvement Plan*. A *Plan for Growth* or *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. Additionally, a *Plan for Growth* or *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a teacher receives two or more "Not Evident" ratings at the interim review;
- a rating of "Developing/Needs Improvement" on two or more performance standards; or
- a rating of "Unacceptable" on one or more performance standards or an overall rating of "Unacceptable."

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

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
- formulate a *Plan for Growth* or *Performance Improvement Plan* in conjunction with the teacher; and
- review the results of the *Plan for Growth* or *Performance Improvement Plan* with the teacher within established timelines.

Assistance may include:

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

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Plan for Growth* or *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:
- Sufficient improvement has been achieved; the teacher is no longer on a *Plan for Growth* or *Performance Improvement Plan* and is rated "Proficient."
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Plan for Growth* or *Performance Improvement Plan* and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the teacher is rated "Unacceptable."

When a teacher is rated "Unacceptable," the teacher may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented.

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

Part VII: Teacher Evaluation Timelines and Deadlines

Probationary Teachers

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of: Administrator	Teacher
By September 30	Review procedures for evaluation for employees who are scheduled for a summative evaluation	*Teacher Performance Evaluation Handbook*	✓	✓
By October 15	Establish **Student Progress Goals** and **Professional Development Goals**	*Goal Setting for Student Progress Form* *Goal Setting for Professional Development*	✓ ✓	✓ ✓
By October 31	Completion of first formal observation (at least 35 – 45 minutes) with post observation conference within four working days	*Observation Form*	✓	
By December 15	• Completion of second formal observation (at least 35 – 45 minutes) with post observation conference within four working days • Summary of **Student Survey Feedback**	*Observation Form* *Student Surveys and Student Survey Summary t56tForm*	✓	✓
Mid-Year Prior to March 1	• Mid-year review of **Student Progress Goals** • Review of **Teacher Documentation Logs** • Hold **Interim Performance Evaluation Conferences**	*Goal Setting for Student Progress Form* *Teacher Documentation Log* *Interim Performance Report*	✓ ✓ ✓	✓ ✓
By March 1	Completion of third formal observation (at least 35 – 45 minutes) with post observation conference within four working days	*Observation Form*	✓	
By June 1	Submission of **Professional Development Logs** annual 12-hour requirement	*Professional Development Log*		✓
Prior to June 10	• End of year review of **Student Progress Goals** • Review of **Teacher Documentation Logs** • Hold Summative Performance Evaluation Conferences	*Goal Setting for Student Progress Form* *Teacher Documentation Log* *Summative Performance Report*	✓ ✓ ✓	✓ ✓
Probationary teachers must be formally observed a minimum of three (3) times with at least one (1) announced.				

Continuing Contract Teachers in Years One and Two of the Evaluation Cycle

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of: Administrator	Teacher
By September 30	Review procedures for evaluation for employees who are scheduled for a summative evaluation	*Teacher Performance Evaluation Handbook*	✓	✓
By October 15	Establish **Student Progress Goals** and **Professional Development Goals**	*Goal Setting for Student Progress Form* *Goal Setting for Professional Development*	✓ ✓	✓ ✓
Before the end of the 1st Semester	Summary of **Student Survey Feedback**	*Student Surveys and Student Survey Summary Form*		✓
Mid-year Prior to March 1	Mid-year review of **Student Progress Goals**	*Goal Setting for Student Progress Form*	✓	✓
By June 1	Submission of **Professional Development Logs** annual 12-hour requirement	*Professional Development Log*		✓
By June 10	• End of year review of **Student Progress Goals** • Review of **Teacher Documentation Logs** • **Hold Interim Performance Evaluation Conferences**	*Goal Setting for Student Progress Form* *Teacher Documentation Log* *Interim Performance Report*	✓ ✓ ✓	✓ ✓
Continuing contract teachers in years one and two of the evaluation cycle should be observed via informal and formal classroom observations and walk-throughs to support Interim Performance Evaluation.				

Continuing Contract Teachers in Year Three of the Evaluation Cycle

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of:	
			Administrator	**Teacher**
By September 30	Review procedures for evaluation for employees who are scheduled for a summative evaluation	*Teacher Performance Evaluation Handbook*	✓	✓
By October 15	Establish **Student Progress Goals** and **Professional Development Goals**	*Goal Setting for Student Progress Form* *Goal Setting for Professional Development*	✓ ✓	✓ ✓
By November 30	Completion of first formal observation (at least 35 – 45 minutes) with post observation conference within four working days	*Observation Form*	✓	
Before the end of the 1st Semester	Summary of **Student Survey Feedback**	*Student Surveys and Student Survey Summary Form*		✓
Prior to March 1	Mid-year review of **Student Progress Goals**	*Goal Setting for Student Progress Form*	✓	✓
By March 15	Completion of second formal observations (at least 35 – 45 minutes) with post observation conference within four working days	*Observation Form*	✓	
By June 1	Submission of **Professional Development Logs** annual 12-hour requirement	*Professional Development Log*		✓
By June 10	• End of year review of **Student Progress Goals** • Review of **Teacher Documentation Logs** • Hold **Summative Performance Evaluation Conferences**	*Goal Setting for Student Progress Form* *Teacher Documentation Log* *Summative Performance Report*	✓ ✓ ✓	✓ ✓
Continuing contract teachers in year three of the evaluation cycle must be formally observed at minimum of two (2) times with at least one (1) announced.				

All Evaluation Cycles

NPS Teacher Performance Evaluation System Guidelines		
Probationary Contract Teachers (Receive a Summative Evaluation for First 3 Years)	**Continuing Contract Teachers – Year 1 and Year 2** (Years 1 and 2 of 3-Year Evaluation Cycle)	**Continuing Contract Teachers – Year 3** (Year 3 of 3-Year Evaluation Cycle)
By September 30 • Review procedures for evaluation for employees who are scheduled for a summative evaluation		**By September 30** • Review procedures for evaluation for employees who are scheduled for a summative evaluation
By October 15 • Establish **Student Academic Progress Goals** • Establish **Professional Development Goals**	**By October 15** • Establish **Student Academic Progress Goals** • Establish **Professional Development Goals**	**By October 15** • Establish **Student Academic Progress Goals** • Establish **Professional Development Goals**
By October 31 • Conduct first formal observation (at least 35 – 45 minutes) with post observation conference within four (4) working days		
		By November 30 • Conduct first formal observation (at least 35 – 45 minutes) with post observation conference within four (4) working days
By December 15 • Conduct second formal observation (at least 35 – 45 minutes) with post observation conference within four (4) working days • Complete summary of **Student Survey Feedback** (Optional – Principal's Discretion)	**By December 15** • Complete summary of **Student Survey Feedback** (Optional – Principal's Discretion)	**By December 15** • Complete summary of **Student Survey Feedback** (Optional – Principal's Discretion)
By March 1 • Submit mid-year **Student Academic Progress Goals** • Conduct third formal observation (at least 35 – 45 minutes) with post observation conference within four (4) working days • Hold Interim Performance Evaluation Conferences	**By March 1** • Submit mid-year **Student Academic Progress Goals**	
		By March 15 • Conduct second formal observation (at least 35 – 45 minutes) with post observation conference within four (4) working days
By June 1 • Submit end-of-year **Professional Development Log**	**By June 1** • Submit end-of-year **Professional Development Log**	**By June 1** • Submit end-of-year **Professional Development Log**
By June 10 • Submit end-of-year **Student Academic Progress Goals** • Review Teacher Documentation Logs • Hold Summative Performance Evaluation Conference	**By June 10** • Submit end-of-year **Student Academic Progress Goals** • Review Teacher Documentation Logs • Hold Interim Summative Performance Evaluation Conference	**By June 10** • Submit end-of-year **Student Academic Progress Goals** • Review Teacher Documentation Logs • Hold Summative Performance Evaluation Conference
Minimum of three (3) formal classroom observations with at least one (1) announced.	Should be observed via informal and formal classroom observations and walk-throughs to support Interim Performance Evaluation.	Minimum of two (2) formal classroom observations with at least one (1) announced.

Part VIII: Sample Forms

While all required forms are located in the TalentEd Perform platform, these sample versions are provided as examples.

Formal Classroom Observation Form

Observers should use the form to provide feedback to teachers about the formal observation.

Teacher's Name	Date Observed	Time

Observer's Name

The teacher is: ☐ Probationary
☐ Continuing Contract

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1.   Professional Knowledge

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

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

- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Strengths:

Directives:

Support:

---

2.   Instructional Planning

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

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed

Strengths:

Directives:

Support:

3. Instructional Delivery

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

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.

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

Strengths:

Directives:

Support:

4. Assessment of and for Student Learning

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

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.

- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning

Strengths:

Directives:

Support:

5. Learning Environment

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

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.

- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Strengths:

Directives:

Support:

6. Professionalism

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Strengths:

Directives:

Support:

7. Student Academic Progress

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

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

- Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Strengths:

Directives:

Support:

Additional Comments:

Teacher's Name   _____

Teacher's Signature   _____   Date _____

Observer's Name   _____

Observer's Signature _____   Date _____

Informal Observation Form

This form can be used by the evaluator to document informal classroom observations.

Teacher Observed: _____ **Date:** _____ **Time:** _____

1. Professional Knowledge • Addresses appropriate curriculum standards • Integrates key content elements and facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject area(s) taught • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development • Communicates clearly	**Specific Examples:**
2. Instructional Planning • Uses student learning data to guide planning • Plans time for realistic pacing • Plans for differentiated instruction • Aligns lesson objectives to curriculum and student needs • Develops appropriate long- and short-range plans and adapts plans	**Specific Examples:**
3. Instructional Delivery • Engages students • Builds on prior knowledge • Differentiates instruction • Reinforces learning goals • Uses a variety of strategies/resources • Uses instructional technology • Communicates clearly	**Specific Examples:**
4. Assessment of and for Student Learning • Uses pre-assessment data • Involves students in setting learning goals • Uses valid, appropriate assessments • Aligns assessments with standards • Uses a variety of assessment strategies • Uses assessment tools for formative/summative purposes • Gives constructive feedback	**Specific Examples:**
5. Learning Environment • Arranges the classroom to maximize learning and provides a safe environment • Establishes clear expectations • Maximizes instruction/minimal disruption • Establishes a climate of trust/teamwork • Promotes cultural sensitivity/respects diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups	**Specific Examples:**

6. Professionalism • Collaborates/communicates effectively • Adheres to laws/policies/ethics • Incorporates professional development learning • Incorporates learning from professional growth activities • Sets goals for improvement • Activities outside classroom • Builds positive relationship with parents • Contributes to professional learning community • Demonstrates mastery of standard oral and written English	**Specific Examples:**
7. Student Academic Progress • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Develops interim learning targets	**Specific Examples:**

Note: It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard.

Commendations:

Directives:

Support:

Additional Comments:

Teacher's Name _____

Teacher's Signature _____   Date _____

Observer's Name _____

Observer's Signature _____   Date _____

Student Surveys

Grades 1-2 Student Survey

Directions: Teachers, please explain that you are going to read this sentence twice: As I read the sentence, color the face that describes how you feel about the sentence.

Teacher	School Year		
Example: I ride a school bus to school.	☺	😐	☹
1. My teacher listens to me.	☺	😐	☹
2. My teacher gives me help when I need it.	☺	😐	☹
3. My teacher shows us how to do new things.	☺	😐	☹
4. I know what I am supposed to do in class.	☺	😐	☹
5. I am able to do the work in class.	☺	😐	☹
6. I learn new things in my class.	☺	😐	☹

Comments:

_____

_____

_____

_____

Grades 3-5 Student Survey

Directions: Follow along as I read the statements. Respond to the statements by placing a check mark (✓) beneath the response – "YES," "SOMETIMES," or "NO" – that best describes how you feel about the statement.

Teacher's Name	School Year	Class Period

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

Comments:

_____

_____

_____

Grades 6-8 Student Survey

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

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle **1**; if you strongly agree circle **5**. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year	Class Period

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Example: I like listening to music.	1	2	3	4	5
1.	My teacher creates a classroom environment that allows me to learn.	1	2	3	4	5
2.	My teacher encourages me to evaluate my own learning.	1	2	3	4	5
3.	My teacher allows me to demonstrate my learning in a variety of ways.	1	2	3	4	5
4.	My teacher gives clear instructions.	1	2	3	4	5
5.	My teacher shows respect to all students.	1	2	3	4	5
6.	My teacher is available to help outside of class.	1	2	3	4	5
7.	My teacher grades my work in a timely manner.	1	2	3	4	5
8.	My teacher relates lesson to other subjects or the real world.	1	2	3	4	5
9.	My teacher respects different opinions.	1	2	3	4	5
10.	My teacher uses a variety of activities in class.	1	2	3	4	5
11.	My teacher encourages all students to learn.	1	2	3	4	5
12.	My teacher expects me to be successful.	1	2	3	4	5
13.	My teacher is knowledgeable about the subject.	1	2	3	4	5
14.	My teacher provides helpful feedback.	1	2	3	4	5

Comments:

_____

_____

_____

_____

_____

Grades 9-12 Student Survey

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

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle **1**; if you strongly agree circle **5**. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year	Class Period

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Example: I like listening to music.		1	2	3	4	5
In this class, my teacher…						
1.	gives clear instructions.	1	2	3	4	5
2.	treats everyone fairly.	1	2	3	4	5
3.	is available for help outside of class time.	1	2	3	4	5
4.	clearly states the objectives for the lesson.	1	2	3	4	5
5.	grades my work in a reasonable time.	1	2	3	4	5
6.	relates lesson to other subjects or the real world.	1	2	3	4	5
7.	allows for and respects different opinions.	1	2	3	4	5
8.	encourages all students to learn.	1	2	3	4	5
9.	uses a variety of activities in class.	1	2	3	4	5
10.	communicates in a way I can understand.	1	2	3	4	5
11.	manages the classroom with a minimum of disruptions.	1	2	3	4	5
12.	shows respect to all students.	1	2	3	4	5
13.	consistently enforces disciplinary rules in a fair manner.	1	2	3	4	5
14.	makes sure class time is used for learning.	1	2	3	4	5
15.	is knowledgeable about his/her subject area.	1	2	3	4	5
16.	clearly defines long-term assignments (such as projects).	1	2	3	4	5
17.	sets high expectations.	1	2	3	4	5
18.	helps me reach high expectations.	1	2	3	4	5
19	assigns relevant homework.	1	2	3	4	5
20.	communicates honestly with me.	1	2	3	4	5

Comments:

_____

_____

_____

Student Survey Summary

Directions: Summarize student survey results according to your best judgment. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as appropriate.

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

Grade and/or Content Area: _____

Survey form used: ☐ Grades 1-2   ☐ Grades 3-5   ☐ Grades 6-8   ☐ Grades 9-12

1. How many surveys did you distribute?

2. How many completed surveys were returned?

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

Student Satisfaction Analysis

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

5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).

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?

Teacher Documentation Log Cover Sheet

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

Standards	Examples of Evidence	Evidence Included
1. Professional Knowledge	• Summary of a plan for integrating instruction • Class profile • Annotated list of instructional activities for a unit • Annotated photographs of teacher-made displays used in instruction • Annotated samples or photographs of instructional materials created by the teacher • Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures) • Summary of consultation with appropriate staff members regarding special needs of individual students	
2. Instructional Planning	• Course syllabus • Lesson plan • Intervention plan • Substitute lesson plan	
3. Instructional Delivery	• Samples of handouts/presentation visuals • Technology samples on disk	
4. Assessment of and for Student Learning	• Brief report describing your record-keeping system and how it is used to monitor student academic progress • Copy of teacher-made tests and other assessment measures • Copy of scoring rubric used for a student project • Summary explaining grading procedures • Photocopies or photographs of student work with written comments • Samples of educational reports, progress reports, or letters prepared for parents or students	
5. Learning Environment	• Student Survey Summary *(for teachers of students in grades 1-12)* • List of classroom rules with a brief explanation of the procedures used to develop and reinforce them	

	• Diagram of the classroom with identifying comments • Diagram of alternative classroom arrangements used for special purposes with explanatory comments • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures	
6. Professionalism	• Résumé • Documentation of presentations given • Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.) • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Samples of communication with students, parents/guardians, and peers	
7. Student Academic Progress	• Student Achievement Goal Setting Form • Chart of student academic progress throughout the year • Analysis of grades for the marking period • Log of collegial collaboration • Documentation of meeting established annual goals • Test critique • Table of key knowledge and skills which indicates level of student mastery • Student progress data, if available • Data on student achievement from other valid, reliable sources	

Parent Communication Log

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

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

Professional Development Log

_____ _____ _____
Last   First   Middle   Year   Employee ID #

_____ _____
Work Location   Position

Professional Development Plan | Complete this section by October 15.

Goals	Professional Development Activity

Professional Development Documentation | Complete this section by June 1.

Professional Growth Activity	Administrator's Initials	# of Hours	Date(s)	Time(s)
Total Hours				

_____ _____
Employee's Signature   Date

_____ _____
Administrator's Signature   Date

Teacher Self-Evaluation Form

Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

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

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1. Professional Knowledge

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

Areas of strength:

Areas needing work/strategies for improving performance:

---

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.

Areas of strength:

Areas needing work/strategies for improving performance:

---

3. Instructional Delivery

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

Areas of strength:

Areas needing work/strategies for improving performance:

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

Areas of strength:

Areas needing work/strategies for improving performance:

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

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

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

Areas of strength:

Areas needing work/strategies for improving performance:

Goal Setting for Student Academic Progress Form

This form is a tool to assist teachers in setting a goal that results in measurable learner progress. When applicable, learner achievement/progress should be the focus of the goal.

_____ _____ _____
Last   First   Middle   Year   Employee ID #

_____   _____
Work Location   Position

Initial Goal Submission

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 does the current data show?	☐ *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 Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

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

Teacher's Name   _____

Teacher's Signature   _____   Date   _____

Evaluator's Name   _____

Evaluator's Signature _____   Date   _____

VII. End-of-Year Review

☐ **Appropriate Data Received**

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

Teacher's Name   _____

Teacher's Signature   _____   Date   _____

Evaluator's Name   _____

Evaluator's Signature _____   Date   _____

Probationary Teacher Interim Performance Report

_____ _____ _____
Last   First   Middle   Year   Employee ID #

_____ _____
Work Location   Position

Directions: Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, teacher documentation log review, and other appropriate sources.

Strengths:

Areas of Improvement:

Support:

Teacher's Name   _____

Teacher's Signature   _____   Date   _____

Evaluator's Name   _____

Evaluator's Signature   _____   Date   _____

Teacher Summative Performance Report

Directions: Evaluators use this form for probationary teachers and contract teachers to provide the teacher with an assessment of performance.

_____ _____ _____
Last   First   Middle   Year   Employee ID #

_____ _____
Work Location   Position

Contract Status: ☐ Probationary   ☐ Continuing Contract

1. Professional Knowledge	Rating
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. • Effectively addresses appropriate curriculum standards. • Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. • Demonstrates an accurate knowledge of the subject area(s) taught. • Demonstrates skills relevant to the subject area(s) taught. • Bases instruction on goals that reflect high expectations and an understanding of the subject. • Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. • Communicates clearly and checks for understanding. Comments:	☐ Exemplary ☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable
2. Instructional Planning	Rating
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students. • Uses student learning data to guide planning. • Plans time realistically for pacing, content mastery, and transitions. • Plans for differentiated instruction. • Aligns lesson objectives to the school's curriculum and student learning needs. Develops appropriate long- and short-range plans and adapts plans when needed Comments:	☐ Exemplary ☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable
3. Instructional Delivery	Rating ☐ Exemplary

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. • Engages and maintains students in active learning. • Builds upon students' existing knowledge and skills. • Differentiates instruction to meet the students' needs. • Reinforces learning goals consistently throughout lessons.	• Uses a variety of effective instructional strategies and resources. • Uses instructional technology to enhance student learning. • Communicates clearly and checks for understanding.	☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable
Comments:		
4. Assessment of/for Student Learning *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.* • Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. • Involves students in setting learning goals and monitoring their own progress. • Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. • Aligns student assessment with established curriculum standards and benchmarks.	• Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives. • Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. • Gives constructive and frequent feedback to students on their learning	**Rating** ☐ Exemplary ☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable
Comments:		
5. Learning Environment *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.* • Arranges the classroom to maximize learning while providing a safe environment. • Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. • Maximizes instructional time and minimizes disruptions.	• Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Promotes cultural sensitivity. • Respects students' diversity, including language, culture, race, gender, and special needs. • Actively listens and pays attention to students' needs and responses.	**Rating** ☐ Exemplary ☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable

	• Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	
Comments:		

	Rating
6. Professionalism *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.* • Collaborates and communicates effectively within the school community to promote students' well-being and success. • Adheres to federal and state laws, school policies, and ethical guidelines. • Incorporates learning from professional growth opportunities into instructional practice. • Sets goals for improvement of knowledge and skills. • Engages in activities outside the classroom intended for school and student enhancement. • Works in a collegial and collaborative manner with administrators, other school personnel, and the community. • Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress. • Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues. • Demonstrates consistent mastery of standard oral and written English in all communication. Comments:	**Rating** ☐ Exemplary ☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable
7. Student Academic Progress *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.* • Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. • Documents the progress of each student throughout the year. • Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student growth. • Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. Comments:	**Rating** ☐ Exemplary ☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable

Overall Evaluation Summary:
Include comments here

☐ Exemplary

☐ Proficient

☐ Developing/Needs Improvement

☐ Unacceptable

☐ Recommended for placement on a Performance Improvement Plan.
   (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

_____   _____
Evaluator's Name   Teacher's Name

_____   _____
Evaluator's Signature   Teacher's Signature
                                                                               (Teacher's signature denotes receipt of the summative
                                                                               evaluation, not necessarily agreement with the
                                                                               contents of the form.)

_____   _____
Date   Date

Continuing Contract Teacher Interim Performance Report

Evaluators use this form to maintain a record of evidence to document a teacher's overall performance for continuing contract teachers in years one and two of the three year evaluation cycle. Evidence can be drawn from formal observations, informal observations, teacher documentation log review, and other appropriate sources.

_____ _____ _____

Last   First   Middle   Year   Employee ID #

_____ _____

Work Location   Position

Strengths:

Areas of Improvement:

Support:

Teacher's Name   _____

Teacher's Signature   _____   Date   _____

Evaluator's Name   _____

Evaluator's Signature _____   Date   _____

Optional Support Dialogue Form

Teachers and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional and will not become part of a teacher's permanent record.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Teacher's Name   _____

Teacher's Signature   _____   Date   _____

Evaluator's Name   _____

Evaluator's Signature   _____   Date   _____

Performance Improvement Plan

_____ _____ _____
Last   First   Middle   Year   Employee ID #

_____   _____
Work Location   Position

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

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

Teacher's Name   _____

Teacher's Signature   _____   Date   _____

Evaluator's Name   _____

Evaluator's Signature   _____   Date   _____

Results of Performance Improvement Plan

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final Recommendation Based on Outcome of Improvement Plan

☐ The performance deficiencies have been satisfactorily corrected. The teacher is no longer on a *Performance Improvement Plan.*

☐ The deficiencies were not corrected. The teacher is recommended for non-renewal/dismissal.

_____
Evaluator's Name

_____
Teacher's Name

_____
Evaluator's Signature

_____
Teacher's Signature
(Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

_____
Date

_____
Date