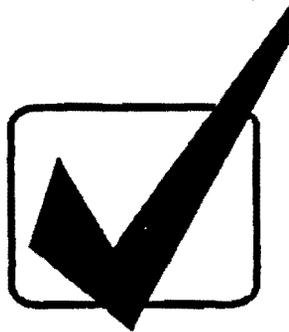


**RICHMOND PUBLIC SCHOOLS**  
**RICHMOND, VIRGINIA**

**HANDBOOK**  
**FOR EVALUATION**  
**OF**  
**TEACHERS**  
**COUNSELORS**  
**LIBRARY/MEDIA SPECIALISTS**  
**SCHOOL PSYCHOLOGISTS**  
**SOCIAL WORKERS**



**SEPTEMBER, 2000**

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## Philosophy of Evaluation

Effective evaluation is a continuous process that has as its primary goal the improvement of the quality of services. It involves working together throughout the process. Above all, an effective evaluation process assures a high level of quality in the services provided to students in their learning environments so that state, school division, and school outcomes can be achieved.

In order to continue growing as professionals, personnel need to know how they perform. Effective evaluation provides avenues for personnel to improve their performance through self-assessment, interaction with colleagues, and formal, written, goal statements and/or prescriptions.

Evaluators and evaluatees should work collaboratively in diagnosing performance and in planning professional growth. Effective evaluation enables those who evaluate and those who are evaluated to make informed decisions about performance.

## Purpose of Evaluation

Evaluation procedures are used for three primary purposes: for the improvement of services, for professional development, and for management decisions. In improving services, effective evaluation procedures are structured to result in professional growth and improvement, and the maintenance of collegial relationships.

Effective professional development activities often grow out of needs identified through effective evaluation procedures. Through assessing their own performance and considering assessment made by others, personnel and supervisors define areas for professional growth or improvement. This assessment most often focuses on the knowledge of specific areas, methodology, or on overall management skills. This purposeful process of performance assessment also results in selecting appropriate courses for certificate renewal.

Evaluation supports school improvement by reflecting staff decisions made at the appropriate level which concentrate efforts on a specific aspect of services needing attention. The activities each department undertakes serve as primary ways to improve services in the school system and that emphasis is reinforced through the evaluation process.

Maintaining collegial relationships is an effective way of evaluating and improving in specific areas. One of the best ways to improve services is through continuous, focused dialogue between and among staff members. Creating opportunities for more discussion and observation with feedback between and among staff is an essential step toward developing significant program improvement.

In the state of Virginia, the major management decisions based on effective evaluation include continuing contracts, nonrenewal of contracts, dismissal, promotion, and recognition.

### **Definitions**

The following definitions of the evaluation-related terms are used throughout this Handbook:

**Evaluatee:** Person being evaluated.

**Evaluator:** Person evaluating in accordance with School Board Policy.

**Summative:** An annual evaluation cycle designed for new/probationary personnel and continuing contract personnel on the prescribed cycle to assess their mastery of the evaluation criteria.

**Formative:** An annual evaluation cycle designed for experienced, non-probationary personnel to improve the overall quality of services. This cycle is in effect when summative evaluation is not in effect.

**State Outcomes:** Goals and objectives identified by state committees as approved by the State Department of Education.

**School Division Outcomes:** Those target objectives adopted by the School Board for any given year.

**Schools' Individual Action Plans (IAPs):** Plans submitted by the school and approved by the Superintendent for any given school year.

**Personnel Evaluation Criteria:** Standards of performance expected of all personnel, both those on the summative evaluation cycle and those on the formative evaluation cycle.

**Exceeds Expectations:** Performs beyond the standard, expectation, or job requirement. The staff person demonstrates an exceptional level of mastery and serves as a model for others. (Must be justified in writing in the appropriate COMMENTS section with appropriate documentation).

**Meets Expectations:** Performs at the standard expectation required by the position or job description.

**Needs Improvement:** Requires greater skill in one or more competencies. Indicates a need for concern for greater skill development. (Must be justified in writing in the appropriate COMMENTS section with appropriate documentation).

**Not Applicable:** Indicates that the competency does not apply to the specific situation.

**Not Observed:** Indicates that the competency was not observed during the visit.

**Unsatisfactory:** Indicates an unacceptable performance level. (Must be justified in writing in the appropriate COMMENTS section with appropriate documentation).

## **Elements of the Evaluation Process**

### ***Summative Evaluation Cycle***

The summative evaluation cycle serves as a means of assessing the extent to which new and continuing contract personnel have the fundamental skills knowledge of the specific area to which they are assigned and assures, when applicable, that experienced personnel continue to meet basic standards expected of professionals in a specific area. In this cycle, personnel will be held accountable for mastering the appropriate evaluation criteria.

All new personnel and all probationary personnel are to be placed on the summative evaluation cycle. All personnel transferred to a building or personnel that change programs within a building who are not on the summative evaluation cycle can be assigned to that cycle at the discretion of the principal. Otherwise all continuing contract personnel are to be placed on the summative evaluation cycle in conjunction with the license renewal process the year following license renewal. This allows for planning subsequent license renewal along with the summative process. The only exception occurs when the evaluatee's overall performance needs improvement or is unsatisfactory, on either a summative or formative evaluation cycle. This will be determined by the designated evaluator with the approval of the appropriate director and the Director of Human Resources. Probationary personnel are eligible to be placed in the Intensive Assistance Program at the discretion of the Principal/Director. Continuing contract personnel on summative evaluation for more than one year will become candidates for the Intensive Assistance Program.

During the process, the legal rights of personnel are maintained and accurate and reliable information about personnel performance is used to determine competency and assist with staff development. Consistency and reliability are primary considerations for an effective summative evaluation. The summative evaluation may assist management in decisions regarding promotion, retention, or dismissal of staff.

### Orientation Conference

By September 30, the evaluator should meet, individually and/or in a group, with those personnel designated for a summative evaluation. The primary purpose of the conference is to explain the components of the summative process, to review the instruments to be used in the process, and to make a tentative schedule of the evaluation activities.

### Pre-Observation Conference

The pre-observation conference provides an opportunity for the evaluator and the evaluatee to discuss the planned observation. The goal of the pre-observation conference should be to create open dialogue about the goals and process of the evaluation activity.

Pre-observation conferences *should* occur the day of the observation. In those cases where the observation will occur early in the morning, the pre-observation conference *can* occur the preceding day. The closer the pre-observation conference is to the actual observation, the more effective that pre-conference will be. The pre-observation conference usually lasts ten to fifteen minutes.

### Observation

A minimum of three observations is required during the year of summative evaluation cycle. At least one observation requires a pre-observation conference. The following time line is **suggested** for the three observations:

First observation period ends	November 1
Second observation period ends	February 1
Third observation period ends	April 1

This does not mean that observations or the evaluation process should cease on April 1st. Planned observations can occur with or without a pre-observation conference or observations can be unannounced. In either case, the goal of observation is to obtain a representative sample of performance from which to draw conclusions about competence and to assist in development.

The observer's primary purpose is to gather information describing activities/actions that happened during the observation. The method for gathering this information may be: script taking, literal note-taking, completing a checklist and/or videotaping, among other things. The method should be selected to obtain a clear, complete, and objective record of all occurrences. Videotaping of the observation must be agreed upon by the observer and evaluatee prior to the activity.

The instrument to be used in recording the results of the observation is the appropriate **Observation Form**.

For the most effective observation, an observer usually remains for the entire pre-determined period. However, there are exceptions, particularly in more informal situations.

### Post-Observation Conference

In the Richmond Public Schools, immediate verbal or brief written response following an observation is required, with the post-observation follow-up conference being conducted within three days of the observation in order to convey feedback and to allow for discussion which will be most effective to both parties.

At the post-observation conference, a written report of the observation, using the **Observation Form**, observational data, written comments and recommendations based on the descriptive data collected are used as a basis for discussion. Usually, in effective conferences the evaluatee and the observer collaboratively reach decisions about recommendations. Copies of documents should be accessible to both parties during the conference.

After the first observation, planning for the next observation with the evaluatee occurs as part of the post-observation conference.

### Appropriate Assistance

Appropriate assistance is initiated at the time the need for improvement is determined. For personnel identified as needing assistance at any point during the evaluation cycle, there should be a plan for performance improvement developed collaboratively between the evaluator and the evaluatee. This plan should be developed at the school or department level, as needed, and the following components should be a part of that plan:

- a definition of the area(s) needing improvement,
- specification of strategies for improvement,
- identifications of resources for assistance, and
- agreed-upon timelines for and implementation of the following: receiving assistance, practicing new skills, observation and feedback, applying new skills for extended periods, and evaluating the results.

### Summative Conference

The summative evaluation cycle is completed by a final conference with the evaluator. This conference should result in a determination of the performance level of the evaluatee compiled from the results of the observations and any other factors deemed appropriate and documented which have occurred during the year and recorded on the **Summative Evaluation Record**.

### Review Procedures

Only those evaluations in which there is a disagreement between the evaluator and evaluatee or in which there are four or more "needs improvement" and/or "unsatisfactory" ratings on the **Summative Evaluation Record** must be submitted to the next supervisory level for review.

### The Summative Evaluation Cycle

By November 1	First Observation Cycle (assistance if needed)
By February 1	Second Observation Cycle (assistance if needed)
By April 1	Third Observation Cycle
By May 30	Summative Conference

### *Formative Evaluation Cycle*

The purpose of the formative evaluation cycle is the improvement of services based on the established criteria given in the summative evaluation design. The formative evaluation cycle is in effect annually when the summative evaluation cycle is not, but employees on the formative evaluative cycle are responsible for meeting competencies addressed on the summative evaluation cycle. Whereas the summative evaluation is more of a comprehensive assessment of skills, the formative evaluation is more process oriented based on mutually agreed upon goals.

The formative evaluation cycle, which goals may or may not result from needs identified in the summative evaluation cycle, should be flexible to meet the evaluatee's growth needs and should be sensitive to specific position contexts. The formative evaluation cycle often encourages personnel to work with one another in teams or on group improvement projects.

Outcomes of the formative evaluation cycle could include helping personnel to move to higher developmental stages in order to enable them to develop new perspectives about the specific areas in which they work, and to become more flexible, adaptive, creative, and consistent.

### Goal/Objective Setting Conference

By October 15, the evaluator should meet individually with each evaluatee for an initial conference. Personnel who work as a team may even meet with their evaluator as a team. During the conference, the evaluator should set the tone for the year, begin to develop a positive working relationship with the staff, and formalize in writing on the **Formative Evaluation Record** the goals and outcomes to be achieved during that school year. These outcomes should be related to the goals and objectives that have been established for the state, the school division, and the school as well as needs identified in previous evaluation activities, the evaluatee's special interests and talents, and the needs of the students. As the evaluator and the evaluatee(s) consider together the mission and focus of the program in planning the evaluatees' goals and objectives for the coming year and in preparing for the evaluation of performance, everyone can move toward a more collaborative view of the evaluative process.

Activities for formative plans could include: self-evaluation and improvement programs, self-study reports, observation of and by colleagues, inservice activities, and college credit classes. Resources in the form of materials, time, and personnel should be discussed, and decisions made regarding those resources that each party will provide.

Tentative agreements about appropriate documentation or evidence of new learnings during the year should be discussed. Such documentation or evidence should be presented at a concluding conference near the end of the school year.

The understandings reached in this initial goal setting conference should be reviewed, and, if necessary, revised or updated in further discussions through the year.

### Implementation

During the implementation of evaluatees' formative evaluation plans, as evaluatees and evaluators meet to discuss progress toward the goals, results of these conferences should be recorded on the **Formative Observation/Conference Form**. This form should also be used to document any observations and post-observation conferences that occur during the formative evaluation cycle.

### **Final Annual Conference**

By May 30, a final conference between the evaluatee and the evaluator is held. At this conference the evaluatee considers evidence or effects of the developmental activities undertaken during the year. The evaluator and evaluatee discuss the advantages and disadvantages of the process and outcomes and they consider ways to continue professional growth as well as ways to improve the evaluation process. At this time, the evaluatee and evaluator record their comments on the lower part of the **Formative Evaluation Record**. Clearly, for most personnel, the formative evaluation process is very effective in maintaining and assuring quality performance while encouraging and assisting in growth and development.

### **The Formative Evaluation Cycle**

By October 15      Initial Conference

Implementation

By May 30          Final Annual Conference

### **Placement on Summative Evaluation**

Personnel assigned to formative evaluation can be placed on summative evaluation by the evaluator with the approval of the appropriate director and the Director of Human Resources. Personnel on summative evaluation can be required to remain on summative evaluation by the evaluator with the approval of the appropriate director and the Director of Human Resources. Anyone with over 4 N's and/or U's should be seriously considered for summative evaluation. Reasons for this placement must be documented in detail specifying areas of needed improvement or unsatisfactory based on appropriate evaluation criteria. Otherwise continuing contract personnel are automatically placed on the summative evaluation cycle following the year that they complete license renewal.

### **Grievance**

It is hoped that throughout the evaluation process a mutual, healthy, positive and professional relationship exists with the ultimate goal of improvement of services. In some instances, there will be a need to address areas that need improvement and possible areas that are unsatisfactory within the domains of the evaluative criteria. For instances where this exists, it is a desire that documented constructive criticism can be accepted and appreciated, with the goal of improvement and future rectification.

The burden of proof for the areas addressed as needing improvement, designated as unsatisfactory and exceeds expectations rests with the evaluator. For the former areas, documented evidence must be provided showing that these areas have been discussed with agreed upon goals for improvement established. There must be evidence of assistance made by the evaluator through explanation, through outside expertise or through

any other way described in the appropriate assistance section of the summative evaluation cycle process. In the event that needs improvement or unsatisfactory areas are documented on the final evaluation and the evaluatee desires a review, the evaluator's direct supervisor will have the responsibility of determining whether or not appropriate processes have been followed. For example, in schools, the principal is always the evaluator and his appropriate director is the reviewer. The reviewer must establish that all evidence to assist in improvement has been completed appropriately. If the reviewer finds that this has not been completed appropriately, the evaluator will be instructed to change the needs improvement or unsatisfactory to not observed, not applicable or meets expectations. If the reviewer finds that everything has been completed appropriately, the reviewer will endorse the evaluation and/or recommendation.

If the evaluatee desires to pursue further appeal, the grievance procedure will continue as described in the School Board By-Laws and Policies Appendix B with step 1 being the appeal to the evaluator, step 2, the reviewer, step 3, to the superintendent or designee (Director of Human Resources), step 4, to the fact finding panel and step 5 being the decision of the School Board.

### **Discipline and Dismissal**

Discipline and dismissal of employees are clearly defined in Section 12 of the Personnel Manual as they apply to Virginia Law and School Board By-Laws and Policies. In the case of dismissal for incompetence or unwillingness to render satisfactory service as shown by evaluation ratings below the satisfactory standard, the burden of proof becomes more extensive. Not only must the evaluator show appropriate evidence, initial annual evidence must be followed by evidence through the intensive assistance team. In other words, if an evaluator is seeking to have an evaluatee improve services through an additional year on the summative evaluation cycle, he can continue to work with the evaluatee through that process or through the intensive assistance team. If an evaluator believes dismissal is in order, the intensive assistance team design is required. If the intensive assistance team and the evaluator evidence that dismissal is appropriate, then dismissal can be requested.

### **Recommendations for Conducting Successful Evaluations**

In the research literature and writings of experts in evaluation, certain key elements have emerged as factors which contribute to the quality of the evaluation experience. These key elements in evaluation may be grouped into factors relating to the evaluator, the evaluatee the feedback given, and the evaluation setting; they are included here as recommendations for conducting successful evaluations.

The evaluator must possess excellent communication skills, both listening and speaking, and must be perceived as a credible source of

information for the evaluatee. S/he must also inspire trust and be honest, sincere, and consistent in all communications.

The **evaluatee** must be open to new ideas, possess a willingness to accept change, to consider alternatives, and to enter into dialogue about the teaching-learning process. S/he must also be open to the evaluative process.

**Feedback** must be frequent in order to encourage growth and development, it must come from a credible source, and must include practical and sensible ideas and suggestions for improvement.

The **evaluation setting** must be private and comfortable. There must be adequate time allowed for all evaluation activities, and there must be adequate planning to provide for the evaluatee's growth.

### **General Information About the Teacher Evaluation Process**

The teacher evaluation process is both formative and summative and is ongoing to assure dialogue and information exchange between evaluator and evaluatee in accordance with established timelines. The criteria used in this process will serve as standards of performance expected of all teachers. As specified in the *Standards for Accrediting Public Schools in Virginia*:

(5. D.) The principal or his/her designee shall monitor and evaluate the quality of instruction through the following:

1. The establishment of written objectives for each teacher, developed cooperatively by the teacher and the administrator;
2. A systematic program of classroom observation and follow-up consultation with each teacher;
3. Inservice training and professional assistance and support designed to improve instruction;
4. Analysis and use of data on pupil achievement;
5. An evaluation of each teacher at least every two years or in accordance with the schedule approved by the Department of Education.

The teacher evaluation process described in this Handbook should complement the administrative, supervisory, and management responsibilities delegated to the building principal, as established at the state level in the *Standards for Accrediting Public Schools in Virginia* (Standard D, Instructional Leadership), and at the local level in the *Bylaws and Policies of the School Board, City of Richmond* (Section 2.12, Principals: Responsibilities). This process should in no way be construed as superseding those responsibilities.

### **Role of the Teacher Specialist and Instructional Specialist**

The principal is responsible for the evaluation. However, in a Summative Evaluation, the principal may request the services of teacher specialists and/or instructional specialists in conducting observations of teachers who are identified for the Intensive Assistance Program, to complement the principal's area of expertise. During a Formative Evaluation, teacher specialists and instructional specialists may provide technical assistance to individuals or groups of teachers, modeling or demonstrating instructional techniques and new ideas under the Peer Observation and Coaching program. Teacher Specialists and Instructional Specialists cannot be designated as evaluators.

### **Directions for Signing, Duplicating and Filing of Appropriate Documents**

All documentation during the evaluation process must be shared appropriately with each party involved. Document masters for each evaluation will be included on a "floppy disk" that was designed through "Filemaker." Appropriate training will be available to utilize this design. These documents are the official design to be used. This is not intended to limit supervisors to these documents during the evaluation process. Supervisors may use supplemental memoranda in addition to the official design. Any documentation used during the evaluation process must be signed by both the evaluatee and evaluator, particularly the official design. This is of particular importance when addressing areas designated as needing improvement and unsatisfactory.

After the evaluatee and the evaluator have shared and reviewed each item of documentation during the year, copies of the documents are made and each party is to sign each copy of the document. **Note: The signature of the evaluatee indicates that s/he has read the document and has knowledge of its contents but may not necessarily be in agreement.** If for some reason the evaluatee refuses to sign the document, this must be noted by the evaluator and dated.

Three copies of the Formative and Summative Evaluation Record will be needed for signature: one for the evaluator, one for the evaluatee and one for Human Resources. Note that those evaluations that require review need to be sent directly to the appropriate director for approval or denial and signature. Supportive documentation must be included. Only two copies of other documentation are required, one for the evaluatee and one for the evaluator. After documentation has been reviewed and signed appropriately, it should be forwarded to the appropriate file record. Multiple pages should be stapled together.

**NOTE:** The evaluatee can request review of the final evaluation by indicating this in the box provided on the evaluation document.

### Consumer Survey

Consumer surveys are provided as a supplementary document to the primary evaluator. Principals are the primary evaluators for the majority of itinerant teachers therefore, instructional specialists will provide a consumer survey. Senior social workers and psychologists are the primary evaluators for social workers and psychologists. In this instance, principals will provide a consumer survey

### Special Evaluation Responsibilities

Evaluation responsibilities for personnel in positions within school buildings whose job function is initiated outside the school facility will be determined by the consistency of that evaluatee's daily responsibility. In other words, if a person is in the building every day, the primary responsibility for evaluation is within that building. The consumer responsibility will rest with the "*specialists*" in the area of the job function and the responsibility of review rests with the person in direct line responsibility of the positions job function.

**Consumer Survey:** Supplemental evaluation to assist the primary evaluator

Position Title	Primary Responsibility	Consumer Responsibility	Review Responsibility
Itinerant Teachers	Principal	Instructional Specialists/ Coordinators	Directors of Instruction and Pupil Services
Social Workers/ Psychologists	Senior Social Worker/ Psychologist	Principals	Coordinator of Pupil Services
Nurse	Principal	Coordinator of Nurses ( <i>vacant</i> )	Director of Exceptional Ed./ Health Services
Head Custodian	Principal	Managers	Chief of Operations
Food Service Manager	Principal	Coordinator/ Supervisors	Director of Food Services
Custodian	Head Custodian	Principals	Managers
Food Service Worker	Food Service Manager	Principals	Supervisors
Security Specialists	Principal	Supervisor, Safety & Security	Director of Plant Services

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***EVALUATION***

***CRITERIA***

## EVALUATION CRITERIA

In the Richmond Public Schools, evaluation criteria are standards of performance expected of personnel in respective areas for either the Formative or Summative Evaluation. These criteria lead to the outcomes stated in the philosophy of evaluation and are divided into domains each of which contain several competencies which can be identified by observable behaviors for assessing teacher performance. Obviously, during any one observation, it is not expected that all observable behaviors will be exhibited. Following is a listing of evaluative criteria by domain with competencies for each domain for each category of evaluatee.

### TEACHERS

#### **Domain I. Planning Activities**

- Competency 1.** Plans lessons' objectives to achieve curriculum goals
- Competency 2.** Plans methods for assessing learner progress
- Competency 3.** Develops teaching procedures to meet individual and group needs
- Competency 4.** Collects and prepares resources for instruction
- Competency 5.** Plans use of effective management procedures

#### **Domain II. Implements and Manages Instruction**

- Competency 1.** Provides instruction appropriate to lesson objectives
- Competency 2.** Uses effective lesson design
- Competency 3.** Maintains student interest and involvement in learning
- Competency 4.** Maintains high expectations for all learners
- Competency 5.** Provides for individual and group learning needs

#### **Domain III. Evaluation and Assessment**

- Competency 1.** Uses a variety of methods to assess student achievement
- Competency 2.** Reports student progress
- Competency 3.** Uses evaluation results to make instructional decisions

#### **Domain IV. Knowledge of Subject**

- Competency 1.** Demonstrates an understanding of the subject being taught
- Competency 2.** Demonstrates an ability to help learners understand the significance of the topics or activities

#### **Domain V. Communication Skills**

- Competency 1.** Displays competence in oral and written language
- Competency 2.** Maintains effective communication with colleagues, supervisors, parents, and community

**Domain VI. Classroom Management/Positive Learning Environment**

- Competency 1. Establishes an environment conducive to learning
- Competency 2. Disciplines in a fair and positive manner
- Competency 3. Maintains a learning environment which encourages mutual cooperation and respect

**Domain VII. Professional Responsibilities**

- Competency 1. Supports school/division policies and regulations
- Competency 2. Participates in professional development activities
- Competency 3. Demonstrates effective relationships with colleagues, community, and students
- Competency 4. Participates and supports school-wide projects and activities

**COUNSELORS****Domain I. Professional Performance**

- Competency 1. Exhibits sincere personal concern for students
- Competency 2. Respects the dignity and worth of every individual
- Competency 3. Demonstrates good human relations skills
- Competency 4. Promotes positive parent-school-community relationships
- Competency 5. Is open to new ideas and procedure; accepts and adjusts to change
- Competency 6. Continues professional growth through membership in professional organizations, reading, and attendance at professional conferences and meetings (as approved).
- Competency 7. Follows ethical and professional practices in working with pupils, parents, school personnel, and the public
- Competency 8. Is punctual
- Competency 9. Uses standard oral and written English
- Competency 10. Maintains a neat, appropriate appearance

**Domain II. Organizational Skills**

- Competency 1.. Establishes and adheres to a calendar of guidance and counseling activities
- Competency 2. Works with administration and staff in developing school policies and curriculum to meet student needs
- Competency 3. Interprets the program of counseling to school and community populations.

### **Domain III. Counseling and Guidance Skills**

- Competency 1.** Places priority on providing individual and group counseling for all students
- Competency 2.** Seeks to develop in students increased competency in decision-making and problem-solving
- Competency 3.** Provides guidance activities to help students understand themselves and their relationships with others
- Competency 4.** Assists students in the development of positive and realistic self-concepts
- Competency 5.** Assists with the coordination and interpretation of standardized tests
- Competency 6.** Interprets data from the cumulative records for students, their parents, and others who are professionally concerned
- Competency 7.** Assists in the identification of students with special needs
- Competency 8.** Participates actively as a member of the Child Study Committee
- Competency 9.** Orients parents toward resources available to them both within and outside the school system
- Competency 10.** Serves as a resource person to parents and staff on the growth and development of children
- Competency 11.** Serves as a consultant to the staff relative to the needs and concerns of individuals and groups
- Competency 12.** Works with teachers and administrators to assist with the placement of students in appropriate courses, programs, and grade levels
- Competency 13.** Coordinates a guidance program to facilitate the career development of students
- Competency 14.** Collects and disseminates to students and/or their parents current information on education and vocational opportunities
- Competency 15.** Assists students in the process leading to appropriate post-secondary educational placement
- Competency 16.** Provides activities for students to develop job-seeking and job-holding skills
- Competency 17.** Works with employers, vocational coordinators, and community and state agencies to assist in appropriate placement of students in part-time and full-time employment

### **Domain IV. Coordination Skills**

**(FOR USE IN THE EVALUATION OF GUIDANCE DEPARTMENT CHAIRPERSONS ONLY)**

- Competency 1.** Organizes counseling staff for optimum delivery of guidance and counseling services
- Competency 2.** Keeps counseling staff informed of current mandates and changing needs

**Competency 3.** Ensures implementation of a balanced program of guidance and counseling services

**Competency 4.** Implements an evaluation of the guidance and counseling program

**Competency 5.** Prepares departmental budget; orders supplies and equipment

### **LIBRARY/MEDIA SPECIALISTS**

#### **Domain I. Knowledge of Content**

**Competency 1.** Demonstrates a knowledge of how to select, organize, administer and utilize instructional media and equipment

**Competency 2.** Demonstrates the ability to integrate the resources and services of the media program with the ongoing instructional program in the schools

**Competency 3.** Indicates an awareness of the book selection policy of the system and the procedure for handling the problem of challenged instructional materials

**Competency 4.** Indicates knowledge of current information/research/technology

#### **Domain II. Selection/Use of Materials**

**Competency 1.** Makes resources available to students and teachers through a systemically-developed collection (print, non-print, equipment) within the school and facilitates access to resources outside the school

**Competency 2.** Provides for student and faculty involvement in the selection and evaluation of materials and equipment

**Competency 3.** Provides materials that reflect student interests as well as curriculum needs

#### **Domain III. Human Relations Skills**

**Competency 1.** Recognizes individual differences in learning skills, interests and abilities and provides resources and services which meet unique needs

**Competency 2.** Exhibits friendly and helpful attitude towards administrators, faculty and students

**Competency 3.** Demonstrates enthusiasm for the media program

**Competency 4.** Supports and is involved in the overall school program

#### **Domain IV. Media Management**

**Competency 1.** Provides day-long access to the library media center for individuals, groups and classes

**Competency 2.** Maintains an inviting facility with an atmosphere conducive to student use of extending classroom learning as well as pursuing individual interests

**Competency 3.** Provides access to the library media collection (print, non-print, equipment) through an accurate and efficient retrieval system

**Competency 4.** Maintains accurate records of the collection (print, non-print, equipment)

**Competency 5.** Performs periodic weeding (elimination of inaccurate materials) to keep the collection up-to-date

**Competency 6.** Takes an annual inventory of the collection

**Competency 7** Maintains accurate business records

**Competency 8.** Is thorough, accurate, and uniform in processing new materials for student and faculty use

**Competency 9.** Encourages proper care for and use of materials, supplies and equipment

#### **Domain V. Planning**

**Competency 1.** Works with administrators and faculty in developing the school's annual plan of action

**Competency 2.** Develops strategies for the publicizing of and integration into curriculum of new materials, equipment and services that meet the information needs of administrators, faculty and students

**Competency 3.** Plans jointly with faculty to teach and evaluate instruction in information access, use and communication skills, using a flexible schedule

#### **Domain VI. Instructional Skills**

**Competency 1.** Implements effective lessons cooperatively with grade level/ content area teachers in the information curriculum

**Competency 2.** Provides for individual, small and large group instruction in accessing, evaluating and communicating information

**Competency 3.** Teaches the information curriculum at point of need as an integral part of the content and objectives of the school

**Competency 4.** Promotes an interest in reading and books via book talks, story hours and other special book promotion activities

**Competency 5.** Assists faculty in improving instruction through the use of technology and incorporating information skills into classroom curriculum

#### **Domain VII. Professional Responsibilities/Personal Qualities**

**Competency 1.** Uses correct grammar in both oral and written communications

**Competency 2.** Adheres to school rules and regulations

**Competency 3.** Uses discretion in matters of confidentiality

**Competency 4.** Reports to work regularly and is prompt

**Competency 5.** Dresses professionally

**Competency 6.** Submits accurate reports on time

**Competency 7.** Implements strategies identified in building plan of action

**Competency 8.** Maintains open communication with parents, administrators, faculty and students

**Competency 9.** Is receptive to new ideas and procedures and can accept and adjust to change

**Competency 10.** Continues educational growth through attendance of conferences and meetings, as approved, membership in professional organizations and keeps abreast of current professional trends in library literature

### **SCHOOL PSYCHOLOGISTS & SOCIAL WORKERS**

#### **Domain I. Planning, Implementation & Management**

**Competency 1.** Performs professional responsibilities in a competent and timely manner

**Competency 2.** Functions in a well organized manner

**Competency 3.** Provides services to assigned schools on a regularly planned basis

**Competency 4.** Handles referrals appropriately and promptly

**Competency 5.** Keeps accurate and current records

**Competency 6.** Fulfills school/departmental time requirements

**Competency 7.** Supports school/division policies and regulations

#### **Domain II. Interpersonal & Communication Skills**

**Competency 1.** Displays competence in oral and written language

**Competency 2.** Demonstrates and maintains effective communication with colleagues, students, parents, and school staff

**Competency 3.** Manages conflict effectively

**Competency 4.** Manages stress effectively

**Competency 5.** Reacts favorably to constructive criticism and suggestions

**Competency 6.** Works cooperatively with staff in assigned schools and/or programs

**Competency 7.** Handles individual relationships tactfully and with understanding

**Competency 8.** Demonstrates a positive attitude toward work

#### **Domain III. Professional Responsibilities**

**Competency 1.** Advocates and participates in the team approach to decision-making

**Competency 2.** Interprets programs and services to schools and community

**Competency 3.** Accepts and adjusts to change and is open to new ideas, viewpoints, and procedures

**Competency 4.** Shows sustained effort and productively in the quality of work accomplished

**Competency 5.** Maintains a neat, appropriate appearance

**Competency 6.** Supports school functions

**Competency 7.** Attends regular and called staff meetings

**Competency 8.** Maintains current discipline specific practice standards

**Competency 9.** Maintains confidentiality

**Competency 10.** Provides assessment, consultation, and intervention services as appropriate

**Competency 11.** Maintains reasonable flexibility in meeting the unique needs of assignment

**Competency 12.** Seeks to enhance knowledge and skills through a planned program of professional growth

**INTENSIVE  
ASSISTANCE  
PROGRAM**

## INTENSIVE ASSISTANCE PROGRAM

### Introduction

The Richmond Public Schools' highest priority in helping its students to learn and develop to their maximum potential is to assure that every certified position is staffed with a skilled professional who is committed to providing quality education for each and every student.

The Intensive Assistance Program is the district's commitment to provide intensive direction and support to employees who seem to be experiencing serious difficulty in meeting professional performance standards. The program calls together professionals to give their best to help a fellow professional achieve excellence. The highest level of success is realized when program participants cease to rely upon external support and direction and, instead, become self motivating in their own personal program of professional growth.

Qualities important to the program's success are flexibility and commitment; flexibility in utilizing a variety of human and other resources in assistance activities and a commitment in providing that extra effort needed from everyone involved in the program.

### Purpose

The Intensive Assistance Program is designed to provide detailed diagnosis and remediation for continuing contract personnel and selected probationary personnel who have been identified as having serious deficiencies in their skills or practices. Only those personnel whose overall performance rating at the conclusion of the summative evaluation cycle was "Needs Improvement" or "Unsatisfactory" are eligible candidates for this program.

### Personnel Needing Assistance

Once an employee enters the Intensive Assistance Program, s/he will continue to receive intensive assistance until his/her overall performance ratings, on the **Summative Evaluation Record** meet and/or exceed expectations. If the Intensive Assistance Team concludes that progress is not being made, recommendation for dismissal will be considered.

### Description of the Process

The employee shall be informed during the final conference for the summative evaluation cycle that s/he will remain on the summative evaluation cycle for the next school year, and during that time will receive intensive assistance. This will be documented by the evaluator in the

"Additional Comments" section on the **Summative Evaluation Record**. The recommendation will be reviewed by the evaluator's immediate supervisor.

If, after the Review Process, it is determined that an evaluatee will remain on summative evaluation, the evaluatee shall be notified of this determination and receive a copy of the **Summative Evaluation Record**. At that time, the evaluator shall submit a request for Intensive Assistance accompanied by appropriate documentation to the Director of Human Resources Development.

Upon receipt of the request for Intensive Assistance, an assistance team shall be appointed, meet with the evaluatee and develop a highly structured and documented program of performance development, including assistance activities and resources. Forms to be used in documenting events in the process are the **Activity Log**, which lists and describes briefly each assistance activity; the **Interview Form**, which allows the specialist to gather pertinent information from the evaluatee receiving assistance; the **Intensive Assistance Planning Form**, which enables the specialist and evaluatee receiving assistance to develop a plan for the provision of assistance; the **Observation/Conference Report Form**, which documents each conference and/or observation between the specialist and the evaluatee receiving assistance; and the **Assistance Team Meeting Report Form**, which documents each meeting of the assistance team. Copies of these forms follow the text.

### The Assistance Team

It shall be the responsibility of the Director of Human Resources Development to appoint the members of the Assistance Team. The Assistance Team will be composed of the following:

- Evaluator, Chairperson
- Appropriate Specialists: The specialist must be a person with extensive experience in the area of service appropriate to the evaluatee assigned to the Intensive Assistance Program. This specialist can either be a current employee (i.e. Instructional specialist for teachers) or may be a retired employee on the Early Retirement Program.
- Appropriate Director

The role of the assistance team is to review the evaluatee's past performance assessments and other documentation of performance concerns, as well as any assistance already provided; develop an assistance plan in conjunction with the evaluatee; schedule and conduct diagnostic performance observations and conferences with the evaluatee; provide additional assistance by a consulting evaluatee, if requested; receive and review reports and other documentation submitted by the consulting

evaluatee and/or other team members; and make a recommendation in writing to the Director of Human Resources Development of the evaluation cycle (summative or formative) or dismissal for the evaluatee for the following year.

### **Duties of Assistance Team Members**

Each of the members of the Assistance Team will have certain duties to perform. Although some of the responsibilities may vary depending on the nature of the assistance required, it is expected that each of duties described in the following sections will be performed whenever an Assistance Team is formed.

#### **The Evaluator shall:**

- Schedule and coordinate all meetings of the team;
- Chair all meetings of the team;
- Appoint a recorder for the team;
- Have the Specialist meet with the evaluatee receiving assistance to complete the Interview Form prior to the first meeting of the Assistance Team;
- Develop the Assistance Plan containing performance objectives for improvement and an established time line at the first meeting of the Assistance Team;
- Have conferences with the Specialist and Director after pre- and post-observation conferences with the evaluatee receiving assistance;
- Maintain a file which contains all reports, minutes, and documents;
- Conduct initial and final pre-conferences, observations, and post-conferences with the evaluatee receiving assistance; and
- Submit a copy of the team's final recommendation to the evaluatee and Director of Human Resources Development.

#### **The Specialist shall:**

- Complete the Interview Form prior to the first meeting of the Assistance Team;
- Work with the evaluatee receiving assistance in a collaborative manner to establish a collegial relationship;

- Orient the evaluatee to the documentation required by the Intensive Assistance Program;

- Provide assistance to the evaluatee in implementing the assistance plan;

- Conduct on-going pre-conferences, observations, and post-conferences with the evaluatee as scheduled by the evaluator throughout the assistance period;

- Share with the evaluatee in an informal setting the report that will be submitted to the Assistance Team prior to each monthly report;

- Submit monthly written reports to the evaluator; and

- Coordinate classroom observations by other team members excluding the evaluator.

The appropriate **Director** shall:

- Orient team members and the evaluatee receiving assistance to the Intensive Assistance Program;

- Conduct back-up pre-conferences, observations, and post-conferences with the evaluatee receiving assistance as scheduled by the evaluator and

- Meet with members of the Assistance Team on a monthly basis to determine progress made and directions needed.

Although not a member of the Assistance Team, the **Evaluatee Receiving Assistance** will be expected to attend the first and final team meetings and to:

- Meet with the Specialist prior to the first meeting of the Assistance Team to complete the Interview Form;

- Have pre- and post-observation conferences with the evaluator, specialists, or directors;

- Receive copies of all reports and documentation submitted by the team members; and

- Receive a copy of the team's final recommendation.

### Criteria for Selecting Assistance Team Members

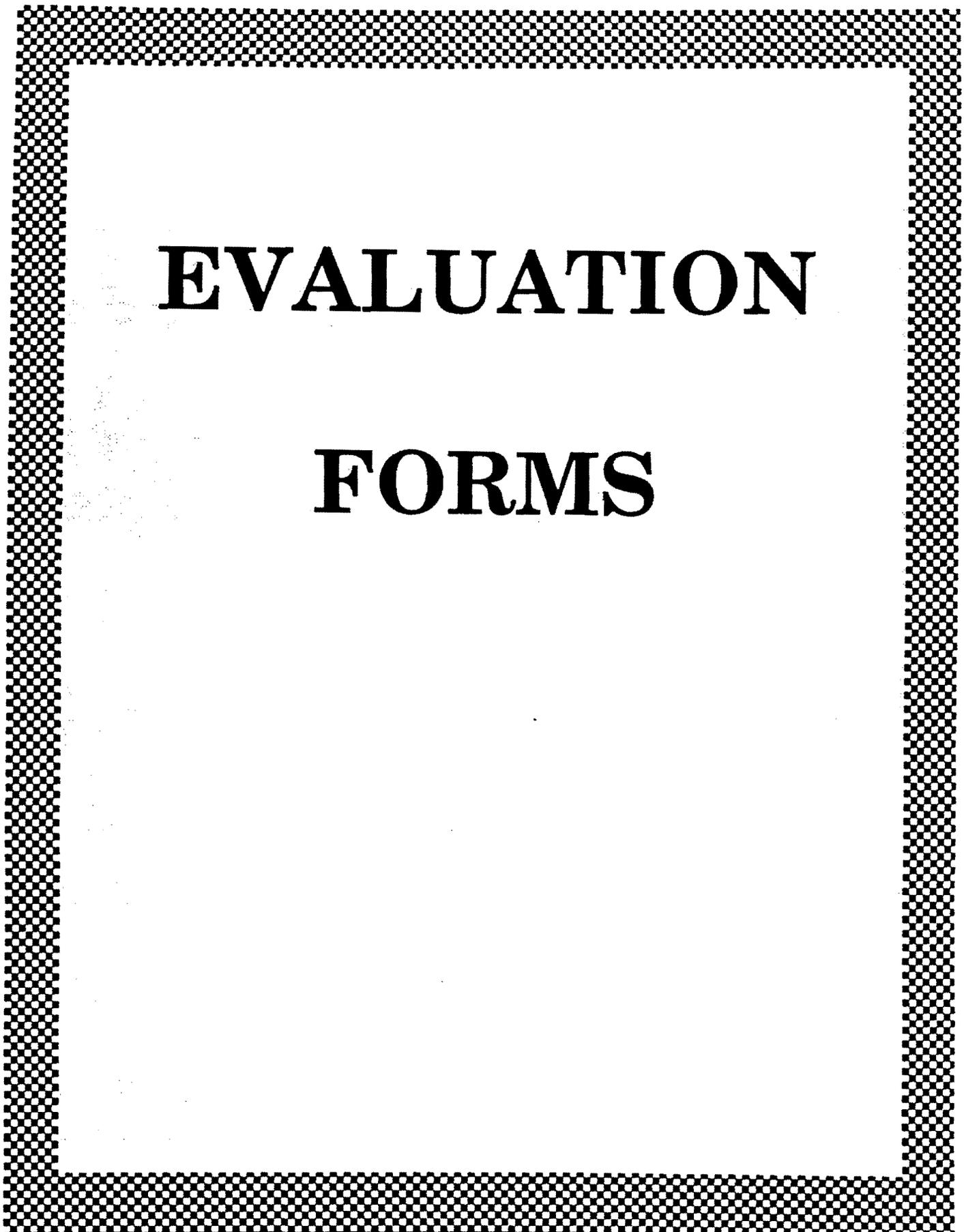
The evaluators, directors, and specialists may participate on assistance teams by virtue of their supervisory responsibilities or professional expertise.

### Orientation of Assistance Team Members

Assistance Teams will receive orientation training prior to the first official team meeting. The orientation will be coordinated by the appropriate director.

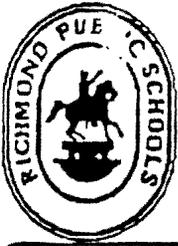
### Timeline

August	Assistance Team meets to review record and discuss options to assist the designated employee
Preschool Planning Week	Assistance team meets with designated employee to design a program for improvement
November	Assistance team meets to assess progress
January	Assistance team meets to assess progress
March 1	Assistance team meets to determine if termination is a possible option
March 8	Documentation forwarded to the Director of Human Resources if termination will be recommended
April 15	Employee notified of termination
April	Assistance Team meets to assess progress if termination has not been requested
June	Assistance team meets to finalize the years evaluation and determine the following years evaluation cycle



**EVALUATION**

**FORMS**



# SUMMATIVE TEACHER EVALUATION RECORD

Teacher		Social Security No.	
Assignment/Grade		Lesson	
Evaluator	Title	School Year	

**R - Ratings**  
**EE - "EXCEEDS EXPECTATIONS"**  
**ME - "MEETS EXPECTATIONS"**  
**NI - "NEEDS IMPROVEMENT"**  
**U - "UNSATISFACTORY"**  
**NA - "NOT APPLICABLE"**  
**NO - "NOT OBSERVED"**

**R** I. PLANNING ACTIVITIES

- Plans lessons' objectives to achieve curriculum goals.
- Plans methods for assessing learner progress.
- Develops teaching procedures to meet individual and group needs.
- Collects and prepares resources for instruction.
- Plans use of effective management procedures.

**R** II. IMPLEMENTS AND MANAGES INSTRUCTION

- Provides instruction appropriate to lesson objectives.
- Uses an effective lesson design.
- Maintains student interest and involvement in learning.
- Maintains high expectations for all learners.
- Provides for individual and group learning needs.

**R** III. EVALUATION AND ASSESSMENT

- Uses a variety of methods to assess student achievement.
- Reports student progress.
- Uses evaluation results to make instructional decisions.

**R** IV. KNOWLEDGE OF SUBJECT

- Demonstrates an understanding of the subject being taught.
- Demonstrates an ability to help learners understand the significance of topics or activities.

**R** V. COMMUNICATION SKILLS

- Displays competence in oral and written language.
- Maintains effective communication with colleagues, supervisors, parents, and the community.

**R** VI. CLASSROOM MANAGEMENT/POSITIVE LEARNING ENVIRONMENT

- Establishes an environment conducive to learning.
- Disciplines in a fair and positive manner.
- Maintains a learning environment which encourages mutual cooperation and respect.

**R** VII. PROFESSIONAL RESPONSIBILITIES

- Supports school/division policies and regulations.
- Participates in professional development activities.
- Demonstrates effective relationships with colleagues, the community and students.
- Participates and supports school wide projects and activities.

COMMENTS - EVALUATOR

SIGNATURE OF EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

COMMENTS - EVALUATEE

SIGNATURE OF EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

Review Required/Requested Yes  No

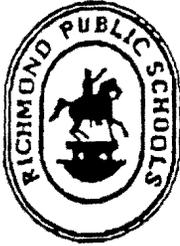
EVALUATION:  Affirmed  Denied

SIGNATURE OF REVIEWER \_\_\_\_\_ DATE \_\_\_\_\_

NOTE: The signature of the teacher indicates that she has read this document and has knowledge of its content.

SUBMIT EVALUATIONS FOR REVIEW IN WHICH THERE IS DISAGREEMENT BETWEEN EVALUATOR AND EVALUATEE OR IN WHICH THERE ARE FOUR OR MORE "NEEDS IMPROVEMENT" AND/OR "UNSATISFACTORY" RATINGS. THE EVALUATEE CAN REQUEST A REVIEW.

ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.  
 July 2, 1992



**SUMMATIVE TEACHER EVALUATION RECORD  
CONSUMER SURVEY - ITINERANT TEACHERS**

Teacher		Social Security No.	
Assignment/Grade		Location	
Evaluator	Title	School Year	

**R - Ratings**  
 EE = "EXCEEDS EXPECTATIONS"  
 ME = "MEETS EXPECTATIONS"  
 NI = "NEEDS IMPROVEMENT"  
 U = "UNSATISFACTORY"  
 NA = "NOT APPLICABLE"  
 NO = "NOT OBSERVED"

<b>R</b>	<b>I. PLANNING ACTIVITIES</b>
<input type="checkbox"/>	1. Plans lessons' objectives to achieve curriculum goals.
<input type="checkbox"/>	2. Plans methods for assessing learner progress.
<input type="checkbox"/>	3. Develops teaching procedures to meet individual and group needs.
<input type="checkbox"/>	4. Collects and prepares resources for instruction.
<input type="checkbox"/>	5. Plans use of effective management procedures.

<b>R</b>	<b>VII. PROFESSIONAL RESPONSIBILITIES</b>
<input type="checkbox"/>	1. Supports school/division policies and regulations.
<input type="checkbox"/>	2. Participates in professional development activities.
<input type="checkbox"/>	3. Demonstrates effective relationships with colleagues, the community and students.
<input type="checkbox"/>	4. Participates and supports school wide projects and activities.

<b>R</b>	<b>II. IMPLEMENTS AND MANAGES INSTRUCTION</b>
<input type="checkbox"/>	1. Provides instruction appropriate to lesson objectives.
<input type="checkbox"/>	2. Uses an effective lesson design.
<input type="checkbox"/>	3. Maintains student interest and involvement in learning.
<input type="checkbox"/>	4. Maintains high expectations for all learners.
<input type="checkbox"/>	5. Provides for individual and group learning needs.

COMMENTS - EVALUATOR

<b>R</b>	<b>III. EVALUATION AND ASSESSMENT</b>
<input type="checkbox"/>	1. Uses a variety of methods to assess student achievement.
<input type="checkbox"/>	2. Reports student progress.
<input type="checkbox"/>	3. Uses evaluation results to make instructional decisions.

<b>R</b>	<b>IV. KNOWLEDGE OF SUBJECT</b>
<input type="checkbox"/>	1. Demonstrates an understanding of the subject being taught.
<input type="checkbox"/>	2. Demonstrates an ability to help learners understand the significance of topics or activities.

SIGNATURE OF EVALUATOR

<b>R</b>	<b>V. COMMUNICATION SKILLS</b>
<input type="checkbox"/>	1. Displays competence in oral and written language.
<input type="checkbox"/>	2. Maintains effective communication with colleagues, supervisors, parents, and the community.

COMMENTS - EVALUATEE

<b>R</b>	<b>VI. CLASSROOM MANAGEMENT/POSITIVE LEARNING ENVIRONMENT</b>
<input type="checkbox"/>	1. Establishes an environment conducive to learning.
<input type="checkbox"/>	2. Disciplines in a fair and positive manner.
<input type="checkbox"/>	3. Maintains a learning environment which encourages mutual cooperation and respect.

SIGNATURE OF EVALUATEE

Consumer surveys are provided as a supplementary document to the primary evaluator. Principals are the primary evaluators for the majority of itinerant teachers. Therefore, instructional specialists will provide a consumer survey.

ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.





**FORMATIVE  
TEACHER  
EVALUATION  
RECORD:  
PLANNING**

Teacher		Social Security No.	
Assignment/Grade		Location	
Evaluator	Title	School Year	

<b>GOALS/OBJECTIVES</b>	<b>STRATEGIES FOR COMPLETION</b>
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**COMMENTS - EVALUATOR**

**COMMENTS - TEACHER**

**SIGNATURE OF EVALUATOR**                      **DATE**

**SIGNATURE OF TEACHER**                      **DATE**

**\*NOTE: THE SIGNATURE OF THE TEACHER INDICATES S/HE HAS READ THIS DOCUMENT AND HAS DISCUSSED ITS CONTENTS WITH THE EVALUATOR.**



**FORMATIVE  
TEACHER  
EVALUATION  
RECORD:  
REVIEW**

Teacher		Social Security No.	
Assignment/Grade		Location	
Evaluator	Title	School Year	

**PROGRESS ON GOALS/OBJECTIVES**

**COMMENTS - EVALUATOR**

**COMMENTS - TEACHER**

SIGNATURE OF EVALUATOR

DATE

SIGNATURE OF TEACHER

DATE

**\*NOTE: THE SIGNATURE OF THE TEACHER INDICATES S/HE HAS READ THIS DOCUMENT AND HAS DISCUSSED ITS CONTENTS WITH THE EVALUATOR.**



**FORMATIVE TEACHER  
OBSERVATION/CONFERENCE  
FORM**

Teacher		Social Security No.	
Assignment/Grade		Location	
Evaluator	Title	School Year	

**OBSERVATION/RECOMMENDATIONS**

Date	Time
------	------

**COMMENTS - EVALUATOR**

**COMMENTS - TEACHER**

Signature of Evaluator

Date

Signature of Teacher\*

Date



# SUMMATIVE COUNSELOR EVALUATION

Name		Social Security No.	
Position		Location	
Evaluator	Title	School Year	

**R = Ratings**  
 EE = "EXCEEDS EXPECTATIONS"  
 ME = "MEETS EXPECTATIONS"  
 NI = "NEEDS IMPROVEMENT"  
 U = "UNSATISFACTORY"  
 NA = "NOT APPLICABLE"  
 NO = "NOT OBSERVED"

**I. PROFESSIONAL PERFORMANCE**

- Exhibits sincere personal concern for students.
- Respects the dignity and worth of every individual.
- Demonstrates good human relations skills.
- Promotes positive parent-school-community relationships.
- Is open to new ideas and procedures; accepts and adjusts to change.
- Continues professional growth through membership in professional organizations, reading and attendance at professional conferences and meetings (as approved).
- Follows ethical and professional practices in working with pupils, parents, school personnel, and the public.
- Is punctual.
- Uses standard oral and written English.
- Maintains a neat, appropriate appearance.

**II. ORGANIZATIONAL SKILLS**

- Establishes and adheres to a calendar of guidance and counseling activities.
- Works with the administration and staff in developing school policies and curriculum to meet student needs.
- Interprets the program of counseling to school and community populations.

**III. COUNSELING AND GUIDANCE SKILLS**

- Places priority on providing individual and group counseling for all students.
- Seeks to develop in students increased competency in decision-making and problem-solving.
- Provides guidance activities to help students understand themselves and their relationships with others.
- Assists students in the development of positive and realistic self-concepts.
- Assists with the coordination and interpretation of standardized tests.
- Interprets data from the cumulative records for students, their parents, and others who are professionally concerned.
- Assists in the identification of students with special needs.
- Participates actively as a member of the Child Study Committee.
- Orients parents toward resources available to them both within and outside the school system.
- Serves as a resource person to parents and staff on the growth and development of children.
- Serves as a consultant to the staff relative to the needs and concerns of individuals and groups.
- Works with teachers and administrators to assist with the placement of students in appropriate courses, programs, and grade levels.
- Coordinates a guidance program to facilitate the career development of students.
- Collects and disseminates to students and/or their parents current information on education and vocational opportunities.
- Assists students in the process leading to appropriate post-secondary educational placement.
- Provides activities for students to develop job-seeking and job-holding skills.
- Works with employers, vocational coordinators, and community and state agencies to assist in appropriate placement of students in part-time and full-time employment.

**IV. COORDINATION SKILLS (Department Heads Only)**

- Organizes the counseling staff for optimum delivery of guidance and counseling services.
- Keeps the counseling staff informed of current mandates and changing needs.
- Ensures implementation of a balanced program of guidance and counseling services.
- Implements an evaluation of the guidance and counseling program.
- Prepares the departmental budget; orders supplies and equipment.

COMMENTS - EVALUATOR

SIGNATURE OF EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

COMMENTS - EVALUATEE

SIGNATURE OF EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

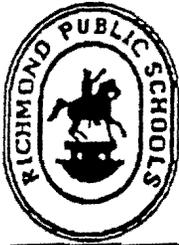
NOTE: The signature of the evaluatee indicates that he has read this document and has knowledge of its contents.

Review Required/Requested Yes  No

EVALUATION:  Affirmed  Denied

SIGNATURE OF REVIEWER \_\_\_\_\_ DATE \_\_\_\_\_

SUBMIT FOR REVIEW EVALUATIONS IN WHICH THERE IS DISAGREEMENT BETWEEN EVALUATOR AND EVALUATEE OR IN WHICH THERE ARE FOUR OR MORE "NEEDS IMPROVEMENT" AND/OR "UNSATISFACTORY" RATINGS. THE EVALUATEE CAN REQUEST A REVIEW.  
 ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.  
 July 2, 1992



# CONSUMER SURVEY--SUMMATIVE COUNSELOR EVALUATION

Name		Social Security No.	
Position		Location	
Evaluator	Title	School Year	

R = Ratings

EE = "EXCEEDS EXPECTATIONS"

ME = "MEETS EXPECTATIONS"

NI = "NEEDS IMPROVEMENT"

U = "UNSATISFACTORY"

NA = "NOT APPLICABLE"

NO = "NOT OBSERVED"

<b>R</b>	<p><b>I. PROFESSIONAL PERFORMANCE</b></p> <ol style="list-style-type: none"> <li>1. Exhibits sincere personal concern for students.</li> <li>2. Respects the dignity and worth of every individual.</li> <li>3. Demonstrates good human relations skills.</li> <li>4. Promotes positive parent-school-community relationships.</li> <li>5. Is open to new ideas and procedures; accepts and adjusts to change.</li> <li>6. Continues professional growth through membership in professional organizations, reading and attendance at professional conferences and meetings (as approved).</li> <li>7. Follows ethical and professional practices in working with pupils, parents, school personnel, and the public.</li> <li>8. Is punctual.</li> <li>9. Uses standard oral and written English.</li> <li>10. Maintains a neat, appropriate appearance.</li> </ol>
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<b>R</b>	<p><b>II. ORGANIZATIONAL SKILLS</b></p> <ol style="list-style-type: none"> <li>1. Establishes and adheres to a calendar of guidance and counseling activities.</li> <li>2. Works with the administration and staff in developing school policies and curriculum to meet student needs.</li> <li>3. Interprets the program of counseling to school and community populations.</li> </ol>
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<b>R</b>	<p><b>III. COUNSELING AND GUIDANCE SKILLS</b></p> <ol style="list-style-type: none"> <li>1. Places priority on providing individual and group counseling for all students.</li> <li>2. Seeks to develop in students increased competency in decision-making and problem-solving.</li> <li>3. Provides guidance activities to help students understand themselves and their relationships with others.</li> <li>4. Assists students in the development of positive and realistic self-concepts.</li> <li>5. Assists with the coordination and interpretation of standardized tests.</li> <li>6. Interprets data from the cumulative records for students, their parents, and others who are professionally concerned.</li> <li>7. Assists in the identification of students with special needs.</li> <li>8. Participates actively as a member of the Child Study Committee.</li> <li>9. Orients parents toward resources available to them both within and outside the school system.</li> <li>10. Serves as a resource person to parents and staff on the growth and development of children.</li> <li>11. Serves as a consultant to the staff relative to the needs and concerns of individuals and groups.</li> <li>12. Works with teachers and administrators to assist with the placement of students in appropriate courses, programs, and grade levels.</li> <li>13. Coordinates a guidance program to facilitate the career development of students.</li> <li>14. Collects and disseminates to students and/or their parents current information on education and vocational opportunities.</li> <li>15. Assists students in the process leading to appropriate post-secondary educational placement.</li> <li>16. Provides activities for students to develop job-seeking and job-holding skills.</li> <li>17. Works with employers, vocational coordinators, and community and state agencies to assist in appropriate placement of students in part-time and full-time employment.</li> </ol>
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<b>R</b>	<p><b>IV. COORDINATION SKILLS (Department Heads Only)</b></p> <ol style="list-style-type: none"> <li>1. Organizes the counseling staff for optimum delivery of guidance and counseling services.</li> <li>2. Keeps the counseling staff informed of current mandates and changing needs.</li> <li>3. Ensures implementation of a balanced program of guidance and counseling services.</li> <li>4. Implements an evaluation of the guidance and counseling program.</li> <li>5. Prepares the departmental budget; orders supplies and equipment.</li> </ol>
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COMMENTS - EVALUATOR

SIGNATURE OF EVALUATOR

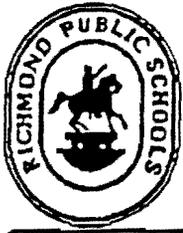
COMMENTS - EVALUATEE

SIGNATURE OF EVALUATEE	DATE
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NOTE: The signature of the evaluatee indicates that he has read this document and has knowledge of its contents.

ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.





**FORMATIVE  
COUNSELOR  
EVALUATION  
FORM:  
PLANNING**

Counselor		Social Security No.	
Assignment/Grade		Location	
Evaluator	Title	School Year	

<b>GOALS/OBJECTIVES</b>	<b>STRATEGIES FOR COMPLETION</b>
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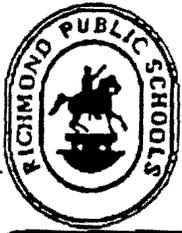
**COMMENTS - EVALUATOR**

**COMMENTS - COUNSELOR**

**SIGNATURE OF EVALUATOR** \_\_\_\_\_ **DATE** \_\_\_\_\_

**SIGNATURE OF COUNSELOR** \_\_\_\_\_ **DATE** \_\_\_\_\_

**\*NOTE: THE SIGNATURE OF THE TEACHER INDICATES S/HE HAS READ THIS DOCUMENT AND HAS DISCUSSED ITS CONTENTS WITH THE EVALUATOR.**



**FORMATIVE  
COUNSELOR  
EVALUATION  
FORM:  
REVIEW**

Counselor		Social Security No.	
Assignment/Grade		Location	
Evaluator	Title	School Year	

**PROGRESS ON GOALS/OBJECTIVES**

[Large empty box for reporting progress on goals/objectives]

COMMENTS - EVALUATOR

[Empty box for evaluator comments]

COMMENTS - COUNSELOR

[Empty box for counselor comments]

SIGNATURE OF EVALUATOR

DATE

SIGNATURE OF COUNSELOR

DATE

[Signature line for evaluator]

[Signature line for counselor]

**\*NOTE: THE SIGNATURE OF THE TEACHER INDICATES S/HE HAS READ THIS DOCUMENT AND HAS DISCUSSED ITS CONTENTS WITH THE EVALUATOR.**



**SUMMATIVE EVALUATION FOR  
LIBRARY/MEDIA SPECIALISTS**

Evaluator		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	

**R = Ratings**  
**EE = "EXCEEDS EXPECTATIONS"**  
**ME = "MEETS EXPECTATIONS"**  
**NI = "NEEDS IMPROVEMENT"**  
**U = "UNSATISFACTORY"**  
**NA = "NOT APPLICABLE"**  
**NO = "NOT OBSERVED"**

**R** **I. KNOWLEDGE OF CONTENT**

1. Demonstrates a knowledge of how to select, organize, administer and utilize instructional media and equipment.
2. Demonstrates the ability to integrate the resources and services of the media program with the ongoing instructional program in the schools.
3. Indicates an awareness of the book selection policy of the system and the procedure for handling the problem of challenged instructional materials.
4. Indicates knowledge of current information/research/technology.

**R** **V. PLANNING**

1. Works with administrators and faculty in developing the school's annual plan of action.
2. Develops strategies for the publicizing of and integration into curriculum of new materials, equipment and services that meet the information needs of administrators, faculty and students.
3. Plans jointly with faculty to teach and evaluate instruction in information access, use and communication skills, using a flexible schedule.

**R** **II. SELECTION/USE OF MATERIALS**

1. Makes resources available to students and teachers through a systemically-developed collection (print, non-print, equipment) within the school and facilitates access to resources outside the school.
2. Provides for student and faculty involvement in the selection and evaluation of materials and equipment.
3. Provides materials that reflect student interests as well as curriculum needs.

**R** **VI. INSTRUCTIONAL SKILLS**

1. Implements effective lessons cooperatively with grade level/content area teachers in the information curriculum.
2. Provides for individual, small and large group instruction in accessing, evaluating and communication information.
3. Teaches the information curriculum at point of need as an integral part of the content and objectives of the school.
4. Promotes an interest in reading and books via book talks, story hours and other special book promotion activities.
5. Assists faculty in improving instruction through the use of technology and incorporating information skills into classroom curriculum.

**R** **III. HUMAN RELATION SKILLS**

1. Recognizes individual differences in learning skills, interests and abilities and provides resources and services which meet unique needs.
2. Exhibits friendly and helpful attitude towards administrators, faculty and students.
3. Demonstrates enthusiasm for the media program.
4. Supports and is involved in the overall school program.

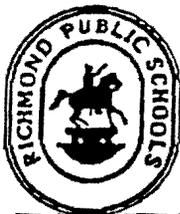
**R** **VII. PROFESSIONAL RESPONSIBILITIES/PERSONAL QUALITIES**

1. Uses correct grammar in both oral and written communications.
2. Adheres to school rules and regulations.
3. Uses discretion in matters of confidentiality.
4. Reports to work regularly and is prompt.
5. Dresses professionally.
6. Submits accurate reports on time.
7. Implements strategies identified in building plan of action.
8. Maintains open communication with parents, administrators, faculty and students.
9. Is receptive to new ideas and procedures and can accept and adjust to change.
10. Continues educational growth through attendance of conferences and meetings, as approved, membership in professional organizations and keeps abreast of current professional trends in library literature.

**R** **IV. MEDIA MANAGEMENT**

1. Provides day-long access to the library media center for individuals, groups and classes.
2. Maintains an inviting facility with an atmosphere conducive to student use of extending classroom learning as well as pursuing individual interests.
3. Provides access to the library media collection (print, non-print, equipment) through an accurate and efficient retrieval system.
4. Maintains accurate records of the collection (print, non-print, equipment).
5. Performs periodic weeding (elimination of inaccurate materials) to keep the collection up-to-date.
6. Takes an annual inventory of the collection.
7. Maintains accurate business records.
8. Is thorough, accurate, and uniform in processing new materials for student and faculty use.
9. Encourages proper care for and use of materials, supplies and equipment.

ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.



**SUMMATIVE EVALUATION FOR  
LIBRARY/MEDIA SPECIALISTS**

PAGE 2 OF 2

EVALUATEE

YEAR

COMMENTS - EVALUATOR

SIGNATURE OF EVALUATOR

DATE

COMMENTS - EVALUATEE

SIGNATURE OF EVALUATEE

DATE

**NOTE:** The signature of the evaluatee indicates that he has read this document and has knowledge of its contents.

**SUBMIT EVALUATIONS FOR REVIEW IN WHICH THERE IS DISAGREEMENT BETWEEN EVALUATOR AND EVALUATEE OR IN WHICH THERE ARE FOUR OR MORE "NEEDS IMPROVEMENT" AND/OR "UNSATISFACTORY" RATINGS. THE EVALUATEE CAN REQUEST A REVIEW.**

Review Required/Requested

Yes

No

EVALUATION:

Affirmed

Denied

SIGNATURE OF REVIEWER

DATE



**CONSUMER SURVEY  
LIBRARY/MEDIA SPECIALISTS**

Evaluator		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	

R = Ratings  
 EE = "EXCEEDS EXPECTATIONS"  
 ME = "MEETS EXPECTATIONS"  
 NI = "NEEDS IMPROVEMENT"  
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**I. KNOWLEDGE OF CONTENT**

**R**

1. Demonstrates a knowledge of how to select, organize, administer and utilize instructional media and equipment.
2. Demonstrates the ability to integrate the resources and services of the media program with the ongoing instructional program in the schools.
3. Indicates an awareness of the book selection policy of the system and the procedure for handling the problem of challenged instructional materials.
4. Indicates knowledge of current information/research/technology.

**V. PLANNING**

**R**

1. Works with administrators and faculty in developing the school's annual plan of action.
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**R**

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3. Provides materials that reflect student interests as well as curriculum needs.

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**R**

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5. Assists faculty in improving instruction through the use of technology and incorporating information skills into classroom curriculum.

**III. HUMAN RELATION SKILLS**

**R**

1. Recognizes individual differences in learning skills, interests and abilities and provides resources and services which meet unique needs.
2. Exhibits friendly and helpful attitude towards administrators, faculty and students.
3. Demonstrates enthusiasm for the media program.
4. Supports and is involved in the overall school program.

**VII. PROFESSIONAL RESPONSIBILITIES/PERSONAL QUALITIES**

**R**

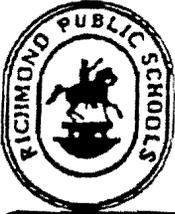
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**R**

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6. Takes an annual inventory of the collection.
7. Maintains accurate business records.
8. Is thorough, accurate, and uniform in processing new materials for student and faculty use.
9. Encourages proper care for and use of materials, supplies and equipment.

**ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.**



**CONSUMER SURVEY  
LIBRARY/MEDIA SPECIALISTS**

PAGE 2 OF 2

EVALUATEE

YEAR

COMMENTS - EVALUATOR

SIGNATURE OF EVALUATOR

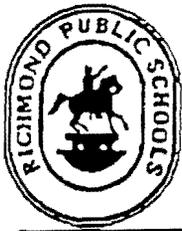
DATE

COMMENTS - EVALUATEE

SIGNATURE OF EVALUATEE

DATE

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**CONFERENCE/  
OBSERVATION  
RECORD FOR  
LIBRARY/MEDIA  
SPECIALISTS**

Evaluatee		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	
Date of Observation		Time	

**CONFERENCE/OBSERVATION RECORD**

**COMMENTS - EVALUATOR**

**COMMENTS - EVALUATEE**

SIGNATURE OF EVALUATOR

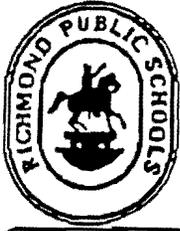
DATE

SIGNATURE OF EVALUATEE

DATE

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July 2, 1992



**FORMATIVE  
EVALUATION  
FOR  
LIBRARY/MEDIA  
SPECIALISTS:  
PLANNING**

Evaluatee		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	

<b>GOALS/OBJECTIVES</b>	<b>STRATEGIES FOR COMPLETION</b>
-------------------------	----------------------------------

**COMMENTS - EVALUATOR**

**COMMENTS - EVALUATEE**

**SIGNATURE OF EVALUATOR**      **DATE**

**SIGNATURE OF EVALUATEE**      **DATE**

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**FORMATIVE  
EVALUATION  
FOR  
LIBRARY/MEDIA  
SPECIALISTS:  
REVIEW**

Evaluatee		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	

**PROGRESS ON GOALS/OBJECTIVES**

COMMENTS - EVALUATOR

COMMENTS - EVALUATEE

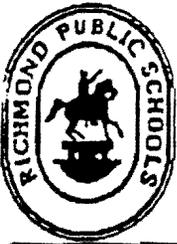
SIGNATURE OF EVALUATOR

DATE

SIGNATURE OF EVALUATEE

DATE

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## SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS & SOCIAL WORKERS

Evaluatee	Social Security No.
Assignment/Position	Location
Evaluator	Title
	School Year

**R - Ratings**  
**EE - "EXCEEDS EXPECTATIONS"**  
**ME - "MEETS EXPECTATIONS"**  
**NI - "NEEDS IMPROVEMENT"**  
**U - "UNSATISFACTORY"**  
**NA - "NOT APPLICABLE"**  
**NO - "NOT OBSERVED"**

<b>R</b>	<b>I. PLANNING, IMPLEMENTATION &amp; MANAGEMENT</b>
<input type="checkbox"/>	1. Performs professional responsibilities in a competent and timely manner.
<input type="checkbox"/>	2. Functions in a well organized manner.
<input type="checkbox"/>	3. Provides services to assigned schools on a regularly planned basis.
<input type="checkbox"/>	4. Handles referrals appropriately and promptly.
<input type="checkbox"/>	5. Keeps accurate and current records.
<input type="checkbox"/>	6. Fulfills school/departmental time requirements.
<input type="checkbox"/>	7. Supports school/division policies and regulations.

COMMENTS - EVALUATOR

<b>R</b>	<b>II. INTERPERSONAL &amp; COMMUNICATION SKILLS</b>
<input type="checkbox"/>	1. Displays competence in oral and written language.
<input type="checkbox"/>	2. Demonstrates and maintains effective communication with colleagues, students, parents, and school staff.
<input type="checkbox"/>	3. Manages conflict effectively.
<input type="checkbox"/>	4. Manages stress effectively.
<input type="checkbox"/>	5. Reacts favorably to constructive criticism and suggestions.
<input type="checkbox"/>	6. Works cooperatively with staff in assigned schools and/or programs.
<input type="checkbox"/>	7. Handles individual relationships tactfully and with understanding.
<input type="checkbox"/>	8. Demonstrates a positive attitude toward work.

SIGNATURE OF EVALUATOR DATE

COMMENTS - EVALUATEE

<b>R</b>	<b>III. PROFESSIONAL RESPONSIBILITIES</b>
<input type="checkbox"/>	1. Advocates and participates in the team approach to decision-making.
<input type="checkbox"/>	2. Interprets programs and services to schools and community.
<input type="checkbox"/>	3. Accepts and adjusts to change and is open to new ideas, viewpoints, and procedures.
<input type="checkbox"/>	4. Shows sustained effort and productivity in the quality of work accomplished.
<input type="checkbox"/>	5. Maintains a neat, appropriate appearance.
<input type="checkbox"/>	6. Supports school functions.
<input type="checkbox"/>	7. Attends regular and called staff meetings.
<input type="checkbox"/>	8. Maintains current discipline specific practice standards.
<input type="checkbox"/>	9. Maintains confidentiality.
<input type="checkbox"/>	10. Provides assessment, consultation, and intervention services as appropriate.
<input type="checkbox"/>	11. Maintains reasonable flexibility in meeting the unique needs of the assignment.
<input type="checkbox"/>	12. Seeks to enhance knowledge and skills through a planned program of professional growth.

SIGNATURE OF EVALUATEE DATE

NOTE: The signature of the evaluatee indicates that he has read this document and has knowledge of its contents.

Review Required/Requested    Yes     No

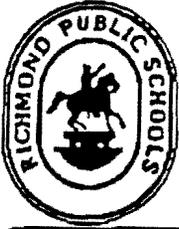
**EVALUATION:**     Affirmed     Denied

SIGNATURE OF REVIEWER DATE

SUBMIT EVALUATIONS FOR REVIEW IN WHICH THERE IS DISAGREEMENT BETWEEN EVALUATOR AND EVALUATEE OR IN WHICH THERE ARE FOUR OR MORE "NEEDS IMPROVEMENT" AND/OR "UNSATISFACTORY" RATINGS. THE EVALUATEE CAN REQUEST A REVIEW.

ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.





**FORMATIVE  
EVALUATION FOR  
SCHOOL  
PSYCHOLOGISTS &  
SOCIAL WORKERS:  
PLANNING**

Evaluatee		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	

**GOALS/OBJECTIVES**

**STRATEGIES FOR COMPLETION**

COMMENTS - EVALUATOR

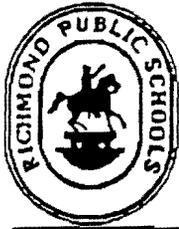
COMMENTS - EVALUATEE

SIGNATURE OF EVALUATOR

DATE

SIGNATURE OF EVALUATEE

DATE



**FORMATIVE  
EVALUATION FOR  
SCHOOL  
PSYCHOLOGISTS &  
SOCIAL WORKERS:  
REVIEW**

Evaluatee		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	

**PROGRESS ON GOALS/OBJECTIVES**

**COMMENTS - EVALUATOR**

**COMMENTS - EVALUATEE**

SIGNATURE OF EVALUATOR

DATE

SIGNATURE OF EVALUATEE

DATE

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**CONFERENCE/  
OBSERVATION  
RECORD FOR  
SCHOOL  
PSYCHOLOGISTS &  
SOCIAL WORKERS**

Evaluatee		Social Security No.	
Assignment/Position		Location	
Evaluator	Title	School Year	
Date of Observation		Time	

**CONFERENCE/OBSERVATION RECORD**

**COMMENTS - EVALUATOR**

**COMMENTS - EVALUATEE**

SIGNATURE OF EVALUATOR

DATE

SIGNATURE OF EVALUATEE

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July 8, 1992

**Richmond Public Schools  
INTENSIVE ASSISTANCE PROGRAM  
INTENSIVE ASSISTANCE PLANNING FORM**

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

Soc. Sec #: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_

Location: \_\_\_\_\_

Time Frame

Specialist

---

This intensive assistance plan is to be completed for each teacher participating in the Intensive Assistance Program and should specify mutually agreed upon objectives and strategies designed to improve teacher performance and/or to ensure teacher's professional development.

---

**OBJECTIVE:**

**STRATEGY (Way the Objective is Achieved):**

**ASSESSMENT:**

---

Signature of Specialist: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**\*NOTE: THE SIGNATURE OF THE TEACHER INDICATES THAT S/HE HAS READ THIS DOCUMENT AND HAS KNOWLEDGE OF ITS CONTENTS.**

Richmond Public Schools  
INTENSIVE ASSISTANCE PROGRAM  
ASSISTANCE TEAM MEETING REPORT FORM

Teacher: \_\_\_\_\_ Soc. Sec. #: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_ Location: \_\_\_\_\_

\_\_\_\_\_

Date of Meeting	Time of Meeting	Place of Meeting
-----------------	-----------------	------------------

Team Members Present:

1. Purpose of Meeting:

2. Content of Meeting:

3. Outcomes of Meeting: *(Plans for follow-up/assistance activities, assignment of responsibility)*

4. Next Meeting: \_\_\_\_\_

Date	Time	Place
------	------	-------

Signature of Principal/Asst. Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Recorder: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Specialist: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**\*NOTE: THE SIGNATURE OF THE TEACHER INDICATES THAT S/HE HAS READ THIS DOCUMENT AND HAS DISCUSSED ITS CONTENTS WITH THE CONSULTING TEACHER.**

**Richmond Public Schools  
INTENSIVE ASSISTANCE PROGRAM  
TEACHER INTERVIEW FORM**

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

Soc. Sec/ #: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_

Location: \_\_\_\_\_

Specialist: \_\_\_\_\_

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

---

To be completed jointly by the teacher needing assistance and the consulting teacher.

1. What classes do you presently teach?
  
2. How many students are in each of your classes?
3. How many different classrooms are you assigned to each day?
  
4. Is the Classroom conducive to learning?
  
5. Do you have sufficient equipment and materials?
  
6. Are the textbooks appropriate for your students, and do you have enough books?
  
7. Do you have any trouble dealing with the subject matter?
  
8. Are there any particular classes or students that cause you difficulty?
  
9. What areas do you see as your greatest need?

10. What are your strengths?

11. How is your general health?

12. Are you having any problems outside school that affect your job performance?

13. Do you wish to continue in the teaching profession?

14. Other questions/comments from the consulting teacher:

15. Additional questions/comments from the teacher needing assistance:

---

Specialist

---

Date

---

Teacher

---

Date

**Richmond Public Schools  
INTENSIVE ASSISTANCE PROGRAM  
ACTIVITY LOG**

TIME PERIOD: \_\_\_\_\_

Teacher: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_ Location: \_\_\_\_\_

DATE	ACTIVITY	DESCRIPTION/COMMENTS

\_\_\_\_\_  
Specialist

\_\_\_\_\_  
Date

**Richmond Public Schools  
INTENSIVE ASSISTANCE PROGRAM  
OBSERVATION/CONFERENCE REPORT FORM**

Teacher: \_\_\_\_\_ Soc. Sec. #: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_ Location: \_\_\_\_\_

---

---

RECORD OF OBSERVATION: Date: \_\_\_\_\_ Time: \_\_\_\_\_

RECORD OF CONFERENCE: Date: \_\_\_\_\_ Time: \_\_\_\_\_

Topics Discussed:

Commendations and/or Detailed Specific Suggestions for reinforcement and improvement:

Teacher's Response (If Desired):

---

---

Signature of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**\*NOTE: THE SIGNATURE OF THE TEACHER INDICATES THAT S/HE HAS READ THIS DOCUMENT AND HAS KNOWLEDGE OF ITS CONTENTS.**



A Publication of Richmond Public Schools  
Richmond, Virginia

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