



**Amherst County
Public Schools**

Teacher Performance Evaluation System

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PART I: INTRODUCTION AND PROCESS

Introduction to TPES

The Teacher Performance Evaluation System is intended to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent evidence compiled within a system of meaningful feedback. The system uses uniform performance standards to collect and present data to document performance that is based on well-defined job expectations. These performance standards 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.

Purposes and Characteristics of TPES

The primary purposes and distinguishing characteristics of TPES are shown in Figures 1 and 2.

Figure 1: Primary Purposes of TPES

PRIMARY PURPOSES
Contribute to the successful achievement of the goals and objectives defined in a school division's educational plan
Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
Promote a positive working environment, as well as collaboration 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
Optimize student learning and growth for all students

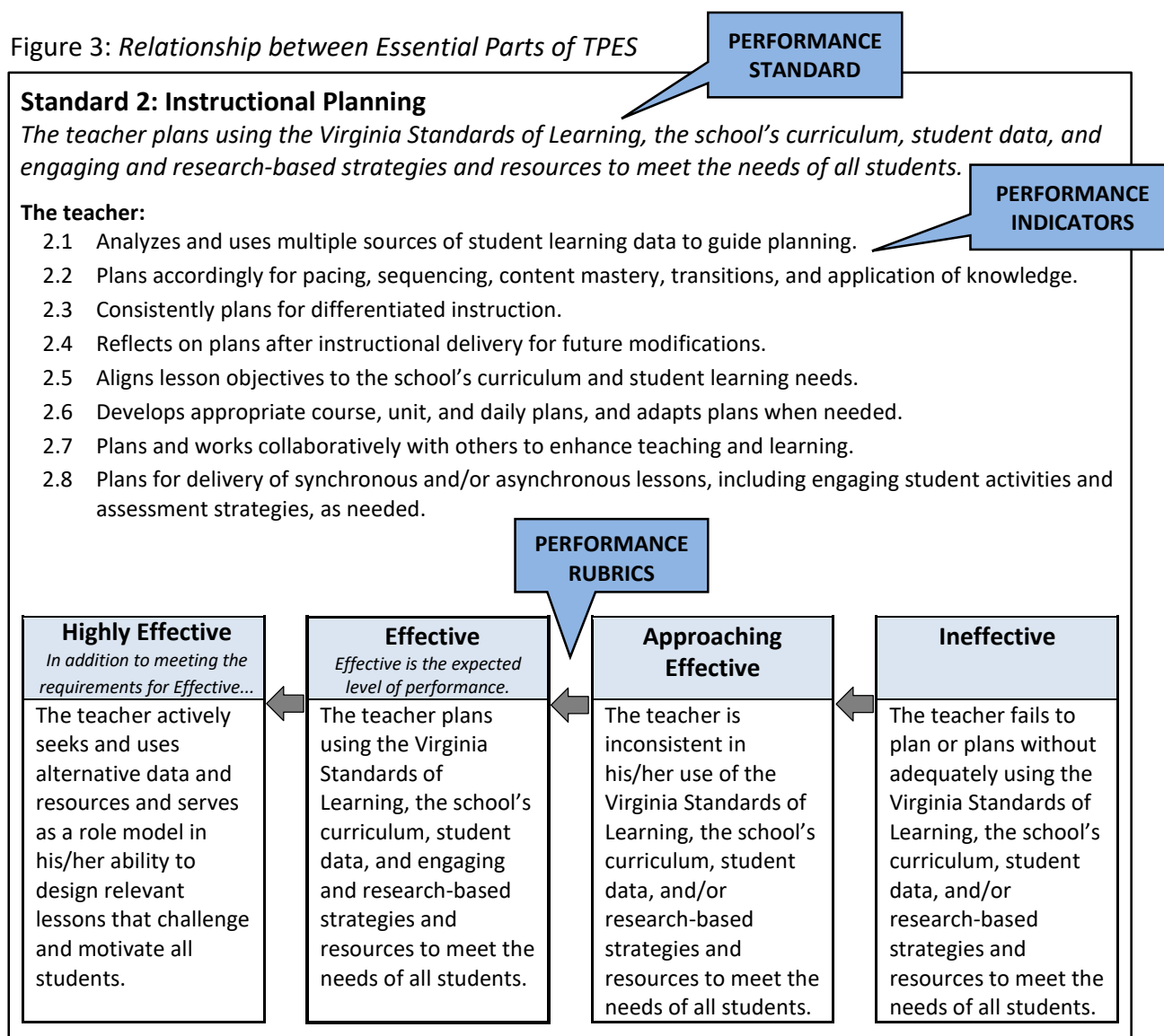
Figure 2: Distinguishing Characteristics of TPES

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, including opportunities for teachers to present evidence of their own performance as well as student performance evidence
A procedure for conducting performance reviews that promote professional improvement, increase teacher involvement in the evaluation process, and adequately include accountability
A system for providing assistance when needed

Essential Components of TPES

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 consisting of eight performance standards and multiple performance indicators to define the expectations for teacher performance. Teachers will be rated on the performance standards using performance rubrics, which are discussed in Part 2. The relationship between these components is depicted in Figure 3.

Figure 3: Relationship between Essential Parts of TPES



The *effective* column is shown with a bold outline throughout the handbook as it is the expected level of performance.

Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are eight performance standards that serve as the basis for a teacher's evaluation as shown in Figure 4. Standards 1-7 relate to a teacher's practice whereas standard 8 focuses on the results of the teacher's work as evidenced by student growth.

Figure 4: *Performance Standards*

1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
2. Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.
3. Instructional Delivery The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.
4. Assessment of/for Student Learning The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.
5. Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
6. Culturally Responsive Teaching and Equitable Practices The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.
7. Professionalism The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.
8. 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 performance standard. This helps teachers and their evaluators clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being successfully met. However, the list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Indicators in one performance standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. Some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Supplemental indicators for various content areas and specialties are provided in the appendices. Figure 3, shown previously, depicts the sample performance indicators for the *Instructional Planning* standard.

It is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators.

Ratings are made at the performance standard level, NOT at the performance indicator level.

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative general description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as illustrated with arrows between the levels). Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Figure 3, shown previously, depicts the performance rubric for the *Instructional Planning* standard.

The rating of *effective* is the expected level of performances and, with the exception of Standard 6, is written as the actual performance standard.

Responsibilities of Site Administrators

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

Teacher Practice Measures

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 evidence described in Figure 5 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 5: *Data Sources for Teacher Evaluation*

Data Source	Description
Formal Observations (Required)	Observations are an important source of performance information. Formal observations focus directly on the teacher performance standards. Classroom observations also may include a review of teacher products or artifacts and a review of student data.
Informal Observations/ Walk-throughs (Highly Recommended)	Informal observations and walk-throughs 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 (Highly Recommended)	Student surveys provide information to the teacher about students’ perceptions of how the professional is performing. The actual survey responses are seen <i>only</i> by the teacher who prepares a survey summary for inclusion in the Documentation Log. <i>The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).</i>
Documentation Logs (Highly Recommended)	Documentation Logs include both specifically required artifacts and teacher-selected artifacts that provide evidence of meeting performance standards. Teachers should submit authentic artifacts created in their day-to-day work and are encouraged to reflect on them as appropriate. The process of reflecting on the documents allows teachers to use many of the artifacts as points for growth and improvement.
Self-evaluation (Highly Recommended)	Self-evaluations reveal the teachers’ perceptions of their job performance and help teachers to reflect on areas of strength and areas for improvement.

Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation; other standards may require additional documentation techniques. Therefore, multiple data sources are used. Figure 6 shows the data sources that are likely to provide the most powerful evidence related to each performance standard.

Figure 6: *Multiple Data Sources Aligned with Performance Standards*

Performance Standards	Data Sources	Observations	Student Surveys	Documentation Log	Measures of Student Academic Progress
1. Professional Knowledge		P	S	S	
2. Instructional Planning		S	S	P	
3. Instructional Delivery		P	S	S	
4. Assessment of/for Student Learning		S	S	P	
5. Learning Environment		P	S	S	
6. Culturally Responsive Teaching and Equitable Practices		P	S	P	
7. Professionalism		S	S	P	
8. Student Academic Progress		S	S	S	P

“P” is the primary method to collect evidence; “S” is a supplemental method.

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. 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 period.

Formal Observations

Classroom observations can be announced or unannounced and provide key information on several of the performance standards. Probationary teachers will be observed at least three times per year. It is recommended that two of these observations occur prior to the end of the first semester and the third by March 1. Continuing contract teachers will be observed at least once per year. Additional observations for any staff member will be at the site administrator's discretion. All observations will include a classroom observation of at least 30 consecutive minutes and a post-observation conference to provide feedback to the teacher.

A pre-observation conference may be conducted at the request of the teacher or the administrator. A sample *Pre-observation Conference Form*, a *Formative Feedback Form* and various other observation forms are shown in Part III. One copy of the observation form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document professional growth and development.

Informal Observations and Walk-throughs

Informal observations are typically less structured than formal observations and are intended to provide information more frequently 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 instructional and non-instructional routines at various times throughout the evaluation cycle. Regular, repeated visits to the classroom and other settings help evaluators to obtain a representative sampling of performance. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance.

Typically, walk-through observations are designed to provide brief (three to ten 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, do not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

A sample *Informal Classroom Observation/Walk-through Form* is provided in Part III. One copy of this form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Documentation Log

Artifacts of a teacher's performance can serve as valuable and insightful data sources for documenting the work that teachers actually do, how they support student growth, and how they contribute to their own professional growth and development. When teachers reflect on their own work as they add artifacts to a Documentation Log, it encourages them to consider their own strengths and areas for improvement as they continue to grow and improve their professional teaching practices. The items they include 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.

The use of Documentation Logs is optional but highly recommended, as it provides teachers input into their evaluation and provides evidence for those performance standards that are not easily observed.

The reflective aspect of artifacts provides one of the key benefits for teachers. Teachers should be encouraged to reflect on how the artifact was used and how it might be improved.

Some items may be required by the school division; however, other documents may be included upon evaluator request and/or teacher choice. Specifically, the Documentation Log is a work in progress and should be a "natural harvest" of the artifacts that result from the day-to-day work of the teacher. Artifacts should not be created solely for the purpose of evaluation. A single artifact may provide evidence toward multiple performance standards; therefore, it is important that the teacher identify the performance standard(s) to which the artifact relates. It also is helpful to provide a brief reflection so that the evaluator understands the context surrounding the artifact.

Prompts for reflection might include: 1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth?

For probationary teachers and teachers on *Performance Improvement Plans*, the Documentation Log contains items relevant to a single evaluation year. A new Documentation Log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the Documentation 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 clearly indicates which school year it represents (for example, 2021-2022 Communication Log). If submitting in hard copy, teachers may use the sample *Documentation Log Cover Sheet* provided in Part III.

The Documentation Log should be available for review at any time per the administrator's request. At a minimum, evaluators will review and provide feedback on the Documentation Log annually. Additionally, probationary teachers will meet with administrators and/or evaluators to review their Documentation Log by the end of the first semester. Figure 7 shows examples of items that may be included in the Documentation Log. This listing is not intended to imply that these are required artifacts. Sample artifacts related to specific disciplines are shown in the Appendix.

Figure 7: *Sample Items in a Documentation Log*

Perform. Standard	Examples of Evidence
Professional Knowledge	<ul style="list-style-type: none"> • Journal/notes that represent reflective thinking and professional growth • 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 • Transcripts of coursework • Annotated Professional Development certificates • 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
Instructional Planning	<ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives • Evidence of using data about student learning to guide planning and instruction
Instructional Delivery	<ul style="list-style-type: none"> • Samples of handouts/presentation visuals • Annotated photographs of class activities • Video/audio samples of instructional units
Assessment of/for Student Learning	<ul style="list-style-type: none"> • Brief report describing record-keeping system and how it is used to monitor student academic progress • Copy of scoring rubric used for a student project • Summary explaining grading procedures • Photocopies or photographs of student work • Copy of students' journals of self-reflection and self-monitoring • Samples of formative and summative assessments • Graphs or tables of student results • Samples of educational reports, progress reports, or letters prepared for parents/caregivers or students • Disaggregated analysis of student achievement scores on standardized test • Evidence of the use of baseline and periodic assessments
Learning Environment	<ul style="list-style-type: none"> • List of classroom rules with a brief explanation of the procedures used to develop and reinforce them • Explanation of behavior management philosophy and procedures • Diagram of the classroom with identifying comments • Diagram of alternative classroom arrangements used for special purposes with explanatory comments • Schedule of daily classroom routines • Student Survey Summary Form (for teachers of students in grades 1-12)

Figure 7 (cont.)

Perform. Standard	Examples of Evidence
Culturally Responsive Teaching and Equitable Practices	<ul style="list-style-type: none"> • Samples of culturally-diverse and inclusive instructional materials • Samples of communication materials that are inclusive of the language, dialects, cultural, social and literacy needs of all students • Samples of connecting learning objectives to the social and cultural diversity of students • Differentiated supports and lessons • Examples of different ways for students to demonstrate content knowledge and understanding • Evaluation of: Academic Growth Data (including language proficiency for ELs), SEL Supports, Gap Data (including academic achievement, ID for supports or Giftedness), and/or Discipline Data
Professionalism	<ul style="list-style-type: none"> • Examples of collaborative work with peers • Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.) • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Samples of communication with students, parents/caregivers, and peers • Instructional leadership or research projects • Work done in support of state and national organizations
Student Academic Progress	<ul style="list-style-type: none"> • Analysis of grades for the marking period • 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 • <i>Student Achievement Goal Setting Form</i> • Chart of student academic progress throughout the year

Student Surveys

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). The importance of student feedback to teachers should not be neglected as it may provide information that may not be accurately obtained in observations.

Student Surveys are optional, but highly recommended, as they provide teachers with the perception of the receivers of their services.

There are four different versions of the student survey (Grades 1-2, 3-5, 6-8, and 9-12) 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.

Teachers of grades 1-5 should administer student surveys to the entire class during the second nine weeks so that teachers can use the information for formative feedback. 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 the 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 will provide a summary of the surveys to the evaluator using the *Student Survey Summary Form* which can be included in the teacher's Documentation Log. Teachers have the option of surveying their students again at the end of the year to see if their perceptions have changed.

Self-evaluation

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.

Self-evaluation is an optional, but highly recommended practice.

Therefore, at the beginning of the school year, it is highly recommended that teachers conduct a self-assessment of professional practice to reflect on their strengths, areas for improvement, and strategies for growth. Teachers should consider all relevant information, including previous feedback from their evaluator, previous survey results, and student growth measures. Based on areas that need improvement, teachers should consider developing professional practice goals which they can share with their evaluator for ideas on strategies they might consider to help achieve the goal. A sample *Teacher Self-evaluation Form* is in Part III.

Student Outcome Measures

Multiple Measures

In the TPES model, Performance Standard 8, Student Academic Progress, is used as an organizing framework to incorporate various measures of student growth. Virginia law (Article 2, §22-1.293 and Article 2, §22.1-295) requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. Amherst County Public Schools will weigh Performance Standard 8 equally with the other seven standards as shown later in this handbook.

There are three key points to consider:

1. Student learning should be determined by multiple measures of student academic progress. The rating on this performance standard should never be based on a single measure of Student Academic Progress.
2. Progress (value) table data as provided by the Virginia Department of Education may be used when the data are available and can be used appropriately. It may be appropriate to use student achievement in the context of goal setting as an additional measure.
3. One or more alternative measures, with evidence that the alternative measures are 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% 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, the data should be reviewed for accuracy and appropriateness before including it in a teacher's performance evaluation. Guidance for applying progress table data to teacher performance evaluation is provided in Figure 8. Additional measures for all teachers must be included to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state and that more than one measure of student academic progress can be included in all teachers' 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, Amherst County Public Schools will 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.

In the progress table model, student growth is determined by comparing the student's test score in the current year to his/her prior test score. Each Standards of Learning performance level (*Below Basic, Basic, Proficient, and Advanced*) is divided into two sub-levels: Low and High. Growth is measured by the number of performance sub-levels a student advances toward demonstrating proficiency on the state standards. Utilizing growth measures as part of the teacher evaluation process may be accomplished by calculating the aggregate growth of the students in the teacher's class.

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 8: *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	<p>Progress table data may be used when:</p> <ul style="list-style-type: none"> • data from students are representative of students taught¹; and • data from two consecutive years are available. 	<p>Other measures of student academic progress:</p> <ul style="list-style-type: none"> • 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% 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	<p>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:</p> <ul style="list-style-type: none"> • Decisions about the application of progress table data for support teachers must be made locally. <p>Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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% of students earning a score of 3 or better on the Advanced Placement exam). <p>To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.</p>

¹ Teachers and administrators need to determine the applicability of progress table data to the evaluation of teachers who teach disproportionately large numbers of students for whom no progress table data are available. Students without progress table data will include those who: transferred into their classroom from out of state or late in the school year, do not have two consecutive years of failing SOL test scores, or have earned sufficiently high scores on the SOL test that the progress table data were not provided. In situations in which a significant proportion of students taught do not have progress table data, this measure of student progress would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 8 in the context of growth data from other measures, but not necessarily as half of the data contributing to Standard 8.

Figure 8 (cont.)

Teachers	Application of Progress Table Data	Other Student Academic Progress Measures
Teachers who have no direct or indirect role in teaching reading or mathematics in grades where progress table data are available	Not applicable	<p>Measures of student academic progress other than the progress table data:</p> <ul style="list-style-type: none"> 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% of students earning a score of 3 or better on the Advanced Placement exam). <p>To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.</p>

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 gain score approach can be used that documents their influence on student learning. Simply put, a student growth component in a teacher assessment system can be summarized using the equation in Figure 9.

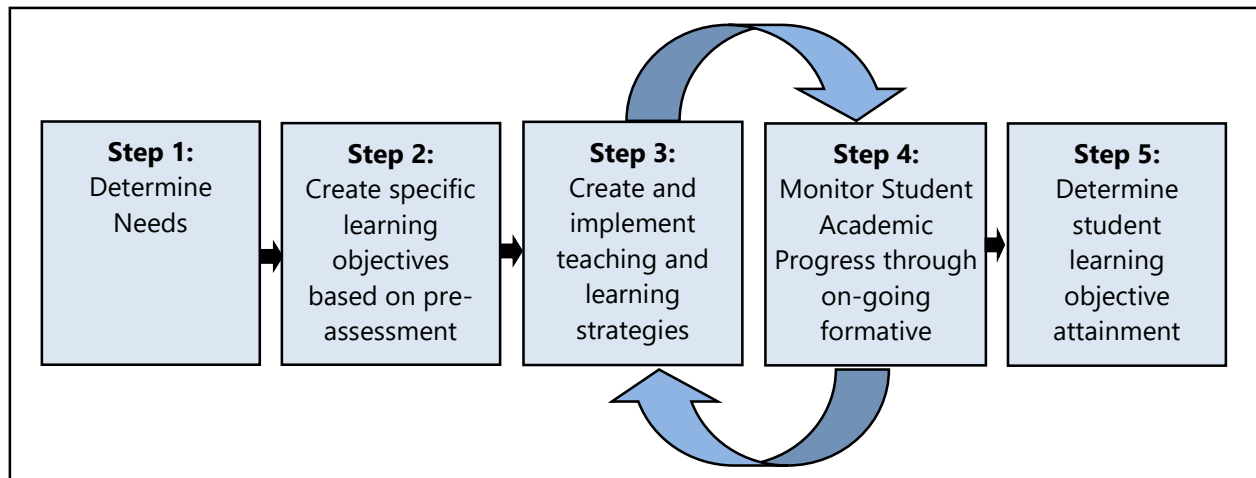
Figure 9: *Student Achievement Goal Setting Equation*

<p>Student Learning Ending Level – <u>Student Learning Beginning Level</u> Student Academic Growth</p>
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Creating student achievement goals involves several steps, beginning with knowing where students are in relation to what is expected of them. Once that is known, the teacher can set specific, measurable objectives based on the demands of the curriculum, educational environment, and needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative

judgment is made regarding student learning for a specific period of time. Figure 10 depicts these steps.

Figure 10: *Student Achievement Goal Setting Process*²



A sample *Goal Setting for Student Academic Progress Form* is shown in Part III.

² This process is laid out by Stronge, J.H., & Grant, L. H. (2009).

Rating Teacher Performance

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed.

Teachers will be rated on each performance standard using a performance rubric. As previously discussed, the rubric is a behavioral summary scale that describes performance levels for

Teachers are expected to perform at the *Effective* level.

each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Figure 11 explains the four levels of ratings.

Figure 11: *Definitions of Terms Used in Rating Scale*

Category	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that <u>consistently and considerably</u> surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance over a period of time • consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • serves as a role model to others
Effective	The teacher <u>consistently meets</u> the performance standard in a manner that is aligned with the school's mission and goals.	Proficient performance: <ul style="list-style-type: none"> • meets the requirements contained in the performance standard • exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates a willingness to learn and apply new skills

Figure 11 (cont.)

Category	Description	Definition
Approaching Effective	The teacher's performance is <u>inconsistent</u> in meeting the established performance standard and/or working toward the school's mission and goals. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	Developing/needs improvement performance: <ul style="list-style-type: none"> requires support in meeting the performance standard results in less than expected quality of student performance leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher <u>consistently performs below</u> the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: <ul style="list-style-type: none"> does not meet the requirements contained in the performance standard results in minimal student learning may result in the employee not being recommended for continued employment

Interim Evaluation

All teachers on continuing contract receive an interim evaluation in years one and two of their three year continuing contract cycle, with the third year requiring a summative evaluation. Teacher Interim Performance Report focuses solely on Standard 7, Professionalism, and Standard 8, Student Academic Progress. A sample Teacher Interim Performance Report is in Part III.

Summative Evaluation

Assessment of performance quality across all standards occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (i.e., each year for probationary teachers, every three years for continuing contract teachers). The ratings for each performance standard are based on multiple data sources 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 the standards are performed.

Evaluators make judgments about performance of the eight teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate data sources, the evaluator applies the four-level rating scale to evaluate a teacher's performance on all teacher expectations for

Evaluators should consider all evidence from multiple data sources as well as the wording of the rubric to determine the appropriate rating level.

the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. A sample *Teacher Summative Performance Report* is provided in Part III. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

When determining a rating, evaluators should start at the *effective* level and adjust the rating one way or the other based on the preponderance of evidence.

Summative evaluations should be completed in compliance with requirements from 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 Evaluation Decision

In addition to receiving a diagnostic rating for each of the eight performance ratings, the employee will receive an overall summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the employee’s performance. The overall summative rating will be one of the following:

- Performance is effective/highly effective
- Recommended for an ACPS Teacher Plan of Assistance (one or more standards are Ineffective, or two or more standards are Approaching Effective)
- Recommended for Dismissal/Non-Renewal. (The teacher has failed to make progress on an ACPS Plan of Assistance, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school’s mission and goals.)

Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all contract types. Figure 15 details the recommended Amherst County Public Schools evaluation schedule for all components of the evaluation system. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the *Performance Improvement Plan* activities (described in the next section of this handbook).

Figure 15: *Recommended TPES Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1 st month	• Conduct optional self-evaluation (all teachers)	• <i>Self-evaluation Form</i>		✓
	• Establish student achievement goals (all teachers)	• <i>Goal Setting for Student Academic Progress Form</i>	✓	✓
Before the end of the 1 st quarter	• Observation of all probationary teachers	• <i>Observation Form or Formative Feedback Form</i>	✓	
Before the end of the 2 nd quarter	• Observation of all probationary teachers	• <i>Observation Form or Formative Feedback Form</i>	✓	
Before the end of the 1 st semester	• Summary of student survey feedback (all teachers)	• <i>Student Surveys & Student Survey Summary Form</i>		✓
	• Review of probationary teachers' Documentation Log	• <i>Documentation Log</i>	✓	✓
Mid-year	• Mid-year review of student achievement goals (all teachers)	• <i>Goal Setting for Student Academic Progress Form</i>	✓	✓
During the 2 nd semester	• Observation of all teachers	• <i>Observation Form or Formative Feedback Form</i>	✓	
10 calendar days prior to the summative evaluation date	• End-of-year review of student achievement goals (all teachers)	• <i>Goal Setting for Student Academic Progress Form</i>	✓	✓
	• Submit Documentation Log (all teachers)	• <i>Documentation Log</i>	✓	✓
Before the last week of school	• Summative evaluation (<i>probationary and continuing contract – year 3</i>)	• <i>Summative Performance Report (probationary and continuing contract– year 3)</i>	✓	
	• Interim evaluation (<i>continuing contract– years 1 and 2</i>)	• <i>Interim Performance Report (continuing contract – years 1 and 2)</i>		

Documentation Records

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

Improving Professional Performance

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

Two tools 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 *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of performance that *requires* improvement due to less-than-proficient performance.

Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 16 highlights key differences between the two processes.

Figure 16: *Tools to Improve Professional Performance*

	Support Dialogue	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 <i>Approaching Effective</i> or <i>Ineffective</i> categories
Initiates Process	Evaluator or teacher	Evaluator*
Documentation	Optional: <i>Support Dialogue Form</i> Memo or other record of the discussion or other forms of documentation at the building/ worksite level	<ul style="list-style-type: none"> Form Required: <i>Performance Improvement Plan</i> Building/Worksite Level Director/Superintendent/Human Resources is notified
Outcomes	<ul style="list-style-type: none"> Sufficient improvement – no more support needed Some improvement – continued support Little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i> 	<ul style="list-style-type: none"> Sufficient improvement – recommendation to continue employment Inadequate improvement – recommendation to continue on <i>Performance Improvement Plan</i> OR non-renew or dismiss the employee

*The principal is responsible for the overall supervision of personnel in the worksite/department/school and, as such, monitors the *Performance Improvement Plan* and makes recommendations to the superintendent or her or his designee about the teacher's progress. If an assistant principal has been collecting documentation such as observations, the assistant principal and the principal must confer about the *Performance Improvement Plan*. Article 2, § 22-1.293 of the *Code of Virginia: Teachers, Officers and Employees*, states, in part, the following: A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to his supervision. Beginning September 1, 2000, (i) 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; and (ii) assistant

principals and other administrative personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.

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 17) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* in Part III. 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 17).

It is important to note that the support dialogue process is not intended to be punitive. Teachers should feel free to request the targeted support it offers.

Figure 17: *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/worksites provide you?

Sample Prompts for the Follow-Up Conversation

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

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 *Performance Improvement Plan*. Once placed on a *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.

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher will be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* on the following pages). A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a rating of *Approaching Effective* on two or more performance standards; or
- a rating of *Ineffective* on one or more performance standards

Implementation of Performance Improvement Plan

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

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

Assistance may include:

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

Resolution of Performance Improvement Plan

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

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated *Effective*.

- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *Approaching Effective*.
- Little or no improvement has been achieved; the teacher is rated *Ineffective*.

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

When a teacher with continuing contract status is rated *Ineffective*, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

PART II: PERFORMANCE STANDARDS

Teachers are evaluated on each performance standard using the performance rubrics found beneath the listing of performance standards and indicators in this section. The performance indicators are provided as examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard.

The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.

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:)

The teacher:

- 1.1 Addresses relevant 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, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- 1.5 Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development and cultural context of the student population.
- 1.8 Demonstrates an understanding of appropriate instructional support for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- 1.9 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

Professional Knowledge Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
<p>The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.</p>	<p>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p>	<p>The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.</p>	<p>The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.</p>

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources 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:)

The teacher:

- 2.1 Analyzes and uses multiple sources of student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- 2.3 Consistently plans for differentiated instruction.
- 2.4 Reflects on plans after instructional delivery for future modifications.
- 2.5 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.6 Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- 2.7 Plans and works collaboratively with others to enhance teaching and learning.
- 2.8 Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Instructional Planning Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and 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:)

The teacher:

- 3.1 Builds upon students' existing knowledge and skills.
- 3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- 3.4 Develops higher-order thinking through questioning and problem-solving activities.
- 3.5 Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- 3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- 3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- 3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Instructional Delivery Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.

Performance Standard 4: Assessment of//for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 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 formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- 4.4 Uses research-based questioning techniques to gauge student understanding.
- 4.5 Collaborates with others to develop common assessments, when appropriate.
- 4.6 Aligns student assessment with established curriculum standards and benchmarks.
- 4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- 4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- 4.9 Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Assessment of//for Student Learning Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback 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:)

The teacher:

- 5.1 Arranges and modifies the classroom, as needed, 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 Encourages student engagement, inquiry, and intellectual risk-taking.
- 5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, ability, and other needs.
- 5.7 Actively listens and makes adjustments for all students' needs, including social, emotional, behavioral, and intellectual.
- 5.8 Addresses student needs by working with students individually as well as in small groups or whole groups.
- 5.9 Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

Learning Environment Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	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/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- 6.2 Fosters classroom environments that create opportunities for active engagement and student learning by acknowledging, valuing, and affirming culture and diversity in all aspects of the learning process for all students.
- 6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- 6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity by connecting classroom curriculum and instruction to the cultural examples, experiences, and backgrounds, and traditions of all learners.
- 6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students.
- 6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social, and literacy needs of all students, and teaches students the skills necessary to communicate and engage with other diverse students.

Note: Equity in education is achieved when student academic achievement cannot be determined by demographic factors.

Culturally Responsive Teaching and Equitable Practices Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
<p>The teacher demonstrates and promotes respect for differences and promotes equitable voice for all students, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.</p>	<p>The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.</p>	<p>The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.</p>	<p>The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.</p>

Performance Standard 7: Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- 7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 7.3 Seeks professional growth opportunities, incorporates acquired learning into instructional practice, and reflects upon the effectiveness of implemented strategies.
- 7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, inclusivity, and responsive teaching practices.
- 7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.
- 7.6 Engages in activities outside the classroom intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.
- 7.8 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- 7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- 7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Professionalism Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
<p>The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.</p>	<p>The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</p>	<p>The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.</p>	<p>The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.</p>

Performance Standard 8: 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:)

The teacher:

- 8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- 8.2 Documents the progress of each student throughout the year.
- 8.3 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.
- 8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Student Academic Progress Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The work of the teacher serves as a model for others and 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.

PART III: FORMS AND LOGS

Introduction

Part III contains copies of forms supporting the evaluation of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the *Goal Setting for Student Academic Progress Form*, *Documentation Log Cover Sheet*, *Observation Form(s) or Formative Feedback Form(s)*, and *Summative Performance Report* at the school/worksite.

Figure 18: *Forms and Logs*

Area	Form	Documentation Completed by	
		Evaluator	Teacher
Self-Reflection	<i>Teacher Self-evaluation Form</i>		✓
Observation/ Formative Feedback	<i>Pre-Observation Conference Record</i>	✓	
	<i>Formative Feedback Form</i>	✓	
	<i>Informal Classroom Observation/Walk-through Form</i>	✓	
	<i>Time-on-Task</i>	✓	
	<i>Questioning Techniques Analysis</i>	✓	
Documentation Log	<i>Documentation Log Cover Sheet</i>		✓
	<i>Communication Log</i>		✓
	<i>Professional Development Log</i>		✓
Surveys	<i>Student Surveys</i> <i>Grade 1-2 Student Survey</i> <i>Grade 3-5 Student Survey</i> <i>Grade 6-8 Student Survey</i> <i>Grade 9-12 Student Survey</i>		✓
	<i>Student Survey Summary</i>		✓
Student Growth	<i>Goal Setting for Student Academic Progress Form</i>	✓	✓
Evaluation	<i>Interim Performance Report</i>	✓	
	<i>Summative Performance Report</i>	✓	
Improvement	<i>Support Dialogue Form</i>	✓	✓
	<i>Performance Improvement Plan Form</i>	✓	✓

Teacher Self-evaluation Form

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

Teacher's Name _____ Date _____

1. Professional Knowledge

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

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, student data, and engaging and research-based strategies and resources to meet the needs of all students.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

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: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Areas of strength:

Areas needing work/strategies for improving performance:

8. 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:

Pre-Observation Conference Form

Directions: This form may be used to take notes prior to an announced formal observation.

Teacher: _____ Grade/Subject: _____

Date: _____

Inquiries	Notes
1. Describe the lesson that will be observed. What have you/will you have done instructionally with students in the days prior to the observation?	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern and/or areas of growth?	
7. What factors or evidence do you consider to ensure culturally responsive teaching practices within this lesson?	

Formative Feedback Form

Directions: *This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation, artifacts, or other relevant sources of evidence.*

Teacher's Name

Date Observed

Time

Observer's Name

The teacher is: ☐ Probationary
☐ Continuing Contract

1. Professional Knowledge

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

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

Comments:

☐ Yes ☐ No ☐ Not Observed

2. Instructional Planning

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

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans for differentiated instruction.
- Reflects on plans after instructional delivery for future modifications.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- Plans and works collaboratively with others to enhance teaching and learning.
- Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Comments:

☐Yes ☐No ☐Not Observed

3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- Develops higher-order thinking through questioning and problem-solving activities.
- Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Comments:

☐Yes ☐No ☐Not Observed

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

- 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 formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- Uses research-based questioning techniques to gauge student understanding.
- Collaborates with others to develop common assessments, when appropriate.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Comments:

☐Yes ☐No ☐Not Observed

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 and modifies the classroom, as needed, 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.
- Encourages student engagement, inquiry, and intellectual risk-taking.
- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs by working with students individually as well as in small groups or whole groups.
- Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

Comments:

☐Yes ☐No ☐Not Observed

6. Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

- Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for active engagement and student learning by acknowledging, valuing, and affirming culture and diversity in all aspects of the learning process for all students.
- Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- Utilizes inclusive curriculum and instructional resources that represent and validate diversity by connecting classroom curriculum and instruction to the cultural examples, experiences, and backgrounds, and traditions of all learners.
- Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social, and literacy needs of all students, and teaches students the skills necessary to communicate and engage with other diverse students.

Comments:

☐ Yes ☐ No ☐ Not Observed

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

- Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal 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 to promote students' well-being, progress, and success.
- Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Comments:

☐Yes ☐No ☐Not Observed

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

Comments:

☐Yes ☐No ☐Not Observed

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Informal Classroom Observation/Walk-through Form

Directions: This form can be used by the evaluator to document informal classroom observation. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

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. Standards 1, 3, 5, and 6 are shown below as they are the most likely to be observed in a classroom visit.

Teacher Observed: _____

Date: _____ Time: _____

<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> • Addresses relevant curriculum standards • Integrates key content elements and facilitates students' use of higher-level thinking skills • Links present content with past and future learning • Has accurate knowledge of the subject area(s) taught and relevant technology • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Understands the development of student age group • Understands appropriate accommodations for diverse learners and students learning in unique contexts • Uses precise language, vocabulary, and grammar as they relate to discipline/grade level 	<p>Specific Examples:</p>
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> • Builds on prior knowledge • Differentiates instruction • Reflects on plans after delivery • Motivates students and reinforces learning goals • Uses a variety of strategies/resources • Provides remediation, enrichment, and acceleration • Uses appropriate instructional technology • Communicates clearly and checks for understanding 	<p>Specific Examples:</p>

<p>5. Learning Environment</p> <ul style="list-style-type: none"> • Arranges/modifies the classroom to maximize learning • Establishes clear expectations • Maximizes instruction and minimizes disruptions • Establishes a climate of trust/teamwork • Encourages student engagement, inquiry, intellectual risks • Promotes respectful interactions • Listens and makes accommodations for students' needs • Works with students individually and in groups • Promotes academically appropriate/challenging environment 	<p>Specific Examples:</p>
<p>6. Culturally Responsive Teaching and Equitable Practices</p> <ul style="list-style-type: none"> • Disaggregates data by student group and differentiates strategies to support the achievement of all students • Creates opportunities for equitable access and achievement for all students • Cultivates relationships anchored in affirmation and mutual respect • Models and communicates high expectations for all students • Utilizes instructional resources that incorporate, celebrate, and value diversity • Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students • Connects classroom curriculum and instruction to the experiences, backgrounds, and traditions of all learners • Communicates in linguistically and culturally responsive ways 	<p>Specific Examples:</p>

Time-on-Task Chart

Teacher: _____ Grade/Subject: _____ Number of Students: _____

Observer: _____ Date: _____ Start/End Time: _____

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

Notes:

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

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

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

Questioning Techniques Analysis

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

Teacher: _____ Grade/Subject: _____

Observer: _____ Date/Time: _____

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

Based on the percentages, what level of thinking was targeted?

How clearly worded were the questions?

Documentation Log Cover Sheet

Directions: Teachers may use this cover sheet to list the evidence they are submitting for each performance standard as well as any reflections on the artifacts. Examples of questions on which to reflect include: 1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth? Administrators may add feedback as well.

Teacher's Name _____ Date _____

Performance Standard	Evidence Included	Teacher Reflection Comments	Administrator Feedback
1. Professional Knowledge			
2. Instructional Planning			
3. Instructional Delivery			

Performance Standard	Evidence Included	Teacher Reflection Comments*	Administrator Feedback
4. Assessment of/for Student Learning			
5. Learning Environment			
6. Culturally Responsive Teaching and Equitable Practices			
7. Professionalism			
8. Student Academic Progress			

Communication Log

Teacher: _____ School Year: _____

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

Professional Development Log

Teacher: _____ School Year: _____































Professional Development Activity	Date	Evidence of Completion	Purpose/Outcome
<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary		<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____	
<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary		<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____	
<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary		<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____	
<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary		<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____	
<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary		<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____	
<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary		<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____	
<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary		<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____	


































Grade 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: _____

Date: _____

<i>Example: I ride a bus to school.</i>			
1. My teacher knows a lot about what he or she is teaching.			
2. My teacher is ready to teach every day.			
3. My teacher makes learning interesting.			
4. My teacher explains things so I understand.			
5. My teacher uses different ways to help me learn.			
6. My teacher helps me when learning is hard.			
7. I can do the work my teacher gives me.			
8. My teacher knows what I do well.			
9. My teacher lets my parents know how I am doing in school.			

10. I can ask and answer questions in my class.			
11. I know what the rules are in my class.			
12. I am happy when I am in class.			
13. I learn new things in my class.			
14. My teacher is eager to learn new things.			
15. My teacher listens to me.			
16. My teacher makes learning on the computer fun.			
17. My teacher knows how to teach class through the computer.			
18. My teacher shows me how to do activities on the computer.			
19. My teacher teaches us about people from different cultures.			
* [Add other elements if needed, such as school-wide goals, or subject-specific questions.]			

Grade 3-5 Student Survey

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

Teacher: _____ School Year: _____ Class Period: _____

	Yes	Sometimes	No
<i>Example: I like listening to music.</i>			
1. My teacher knows a lot about what is taught.			
2. My teacher is prepared and ready for teaching every day.			
3. My teacher explains things so I understand.			
4. My teacher makes class interesting and challenging.			
5. My teacher uses different ways to teach and help me learn.			
6. I am able to do the work my teacher gives me.			
7. My teacher allows me to show my learning in a variety of ways.			
8. My teacher lets my parents know how I am doing in school.			
9. My teacher returns my work with helpful comments on it.			
10. My teacher makes it okay for me to ask questions when I don't understand something.			
11. My teacher shows respect to all students.			
12. I know what the rules are in my class.			
13. I learn new things in my class.			
14. My teacher is enthusiastic and eager to learn.			
15. My teacher listens to me.			
16. My teacher makes learning online enjoyable.			

	Yes	Sometimes	No
17. My teacher explains how to use technology appropriately.			
18. My teacher is helpful with online lessons and my learning.			
19. My teacher provides books and learning materials that include people from different cultures.			
* <i>[Add other elements if needed, such as school-wide goals, or subject-specific questions.]</i>			

COMMENTS:

Grade 6-8 Student Survey

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

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your 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 4. If you wish to comment, please write your comments at the end of the survey.

Teacher: _____ Date: _____ Class/Period: _____

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
14. My teacher gives me help when I need it.	1	2	3	4
15. My teacher prepares materials in advance and has them ready to use.	1	2	3	4
16. My teacher explains things so I understand.	1	2	3	4
17. My teacher makes class interesting and challenging.	1	2	3	4
18. My teacher uses different ways to teach and help me learn.	1	2	3	4
19. My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.	1	2	3	4
20. My teacher handles classroom disruptions well.	1	2	3	4
21. My teacher encourages me to use a variety of online resources.	1	2	3	4
22. My teacher has routines and procedures for our online class.	1	2	3	4
23. My teacher handles online disruptions well.	1	2	3	4
24. My teacher helps me appreciate different cultures.	1	2	3	4
<i>*[Add other elements if needed, such as school-wide goals, or subject-specific questions.]</i>	1	2	3	4

COMMENTS:

Grade 9-12 Student Survey

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

Directions: *DO NOT PUT YOUR NAME ON THIS SURVEY. Write your 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: _____ Date: _____ Class/Period: _____

	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Example:</i> I like listening to music.	1	2	3	4
<i>In this class, my teacher...</i>				
1. gives clear instructions.	1	2	3	4
2. treats everyone fairly.	1	2	3	4
3. is available for help outside of class time.	1	2	3	4
4. clearly states the objectives for the lesson.	1	2	3	4
5. grades my work in a reasonable time.	1	2	3	4
6. relates lessons to other subjects or the real world.	1	2	3	4
7. allows for and respects different opinions.	1	2	3	4
8. encourages all students to learn.	1	2	3	4
9. uses a variety of activities and teaching methods in class.	1	2	3	4
10. communicates in a way I can understand.	1	2	3	4
11. manages the classroom with a minimum of disruptions.	1	2	3	4
12. shows respect to all students.	1	2	3	4
13. consistently enforces disciplinary rules in a fair manner.	1	2	3	4
14. makes sure class time is used for learning.	1	2	3	4
15. is knowledgeable about his/her subject area.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
16.	clearly defines long-term assignments (such as projects).	1	2	3	4
17.	sets high expectations.	1	2	3	4
18.	helps me reach my potential.	1	2	3	4
19	assigns relevant homework.	1	2	3	4
20.	communicates honestly with me.	1	2	3	4
21.	allows me to demonstrate my learning in a variety of ways.	1	2	3	4
22.	makes class interesting and challenging.	1	2	3	4
23.	is approachable and listens to me.	1	2	3	4
24.	shares feedback about my learning progress with me and my parents/caregivers.	1	2	3	4
25.	demonstrates an appreciation of students' cultural diversity.	1	2	3	4
*	<i>[Add other elements if needed, such as school-wide goals, or subject-specific questions.]</i>	1	2	3	4

COMMENTS:

Student Survey Summary Form

***Directions:** Summarize according to the evidence presented from the student surveys. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as is appropriate.*

Teacher's Name: _____

Grade: _____ Subject: _____

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)?
_____ percent

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?

(Include a copy of the survey summary and a blank survey in the Documentation Log's Learning Environment section.)

Goal Setting for Student Academic Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. **Note:** When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name _____

Grade/Subject _____ School Year _____

Evaluator's Name _____

Initial Goal Submission (due by _____ to the evaluator)

Elements	Description
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?)	<input type="checkbox"/> Data attached
IV. Goal Statement (Describe what you want learners/program to accomplish.)	
V. Methods 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 <i>(Describe goal progress and other relevant data.)</i>	Mid-year review conducted on _____ Initials: ____ (teacher) ____ (evaluator)
	<input type="checkbox"/> <i>Data attached</i>

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 Progress ☐ **Yes** ☐ **No**

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Teacher Interim Performance Report

Teacher's Name _____ School Year(s) _____

Grade/Subject _____

Directions: All teachers on continuing contract receive an interim evaluation in years one and two of their three year continuing contract cycle. Teacher Interim Performance Report focuses solely on Standard 7, Professionalism, and Standard 8, Student Academic Progress. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

Strengths:

Areas of Improvement:

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

- Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal 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 to promote students' well-being, progress, and success.
- Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Comments:

☐ Highly Effective ☐ Effective ☐ Approaching Effective ☐ Ineffective

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

Comments:

☐ Highly Effective ☐ Effective ☐ Approaching Effective ☐ Ineffective

Teacher Summative Performance Report

***Directions:** Evaluators use this form before the last week of school to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.*

Teacher's Name _____ School Year(s) _____

Grade/Subject _____ School _____

Contract Status: ☐ Probationary ☐ Continuing Contract

Documentation Reviewed: ☐ Documentation Log ☐ Goal Setting for Student Academic Progress Form
☐ Observation/Formative Feedback Forms ☐ Other _____

Performance Standard 1: Professional Knowledge

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 2: Instructional Planning

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 3: Instructional Delivery

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 4: Assessment of/for Student Learning

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 5: Learning Environment

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	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/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
<p>The teacher demonstrates and promotes respect for differences and promotes equitable voice for all students, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.</p>	<p>The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.</p>	<p>The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.</p>	<p>The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

Performance Standard 7: Professionalism

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 8: Student Academic Progress

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Overall Evaluation Summary Comments:

☐ Performance is effective/highly effective

☐ Recommended for an ACPS Teacher Plan of Assistance (one or more standards are Ineffective, or two or more standards are Approaching Effective)

☐ Recommended for Dismissal/Non-Renewal. (The teacher has failed to make progress on an ACPS Plan of Assistance, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals)

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

Site Administrator's Name

Site Administrator's Signature

Date

Support Dialogue Form

Directions: 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 Form

(Required for a Teacher Placed on a Remediation Plan of Action)

Teacher's Name _____ School _____

Grade/Subject _____ School Year _____

Evaluator _____

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 Initiated _____

Evaluator's Name _____

Evaluator's Signature _____ Date Initiated _____

Results of Performance Improvement Plan³

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: teacher is recommended for non-renewal/dismissal.

Teacher's Name _____

Teacher's Signature _____ Date Reviewed _____

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator's Name _____

Evaluator's Signature _____ Date Reviewed _____

³ These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

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