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**Norfolk Public Schools**  
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# Principal and Assistant Principal Performance Evaluation System

**THE DEPARTMENT OF HUMAN RESOURCES**

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

## Part I: Introduction

### Why Good Evaluation is Necessary

Principal evaluation matters because school leadership matters. In fact, “school leadership is frequently described as the key element of a high-quality school, and stories of the inspirational and effective principal are plentiful and oft-repeated.” Research in the field has consistently revealed that school leadership has an important impact on student achievement gains or progress over years. In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effect on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy. Evaluation systems must be of high quality if we are to discern whether our principals are of high quality. The role of a principal requires a performance evaluation system that acknowledges the complexities of the job. Principals have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the principals with the support, recognition, and guidance they need to sustain and improve their efforts.

Because principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness. A meaningful evaluation focuses on professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership. The benefits of a rigorous evaluation system are numerous and well documented. Goldring and colleagues noted that when the process of evaluation is designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:

- as a benchmarking and assessing tool to document the effectiveness of principals for annual reviews and compensation;
- as a targeting tool to help principals focus on performance domains and behaviors that are associated with student learning;
- as a tool of continuous learning and development to provide both formative and summative feedback to principals, identify areas in need of improvement, and enable principals to make informed individualized decisions regarding professional development in order to bridge the gap between current practices and desired performance; and
- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger schoolwide improvement.

### Importance of Recognizing Principal Effectiveness

Characterizing principal effectiveness is important because there is a substantial relationship between the quality of the principal and student achievement. Principal leadership plays an important role in the selection, support, and success of school-level instructional process. Waters, Marzano, and McNulty conducted a meta-analysis of research on effects of principal leadership practices on student achievement. After analyzing studies conducted over a 30-year period, they found that the effectiveness of a school’s leadership is significantly associated with increased student academic performance. For instance, a number of leader behaviors related to vision, such as establishing clear goals and fostering shared beliefs, were associated with student learning. They found the average effect size between leadership and student achievement is .25. That means a one standard deviation improvement in leadership effectiveness can translate into an increase of ten percentile points in student achievement on a standardized, norm-referenced test. It is important to recognize that effective

principals influence student learning, either directly or indirectly. It is also important to understand the ways and means by which principals influence their schools' educational programs. Therefore, a rigorous principal evaluation system should be able to discriminate the performance of principals and provide informative feedback for improvement.

## Purposes of Evaluation

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

- optimize student learning and growth;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the principal and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.

A high quality evaluation system includes the following distinguishing characteristics:

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

## Part II: Uniform Performance Standards for Principals

The uniform performance standards for principals are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

### Defining Principal Performance Standards

Clearly defined professional responsibilities constitute the foundation of the principal performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and evaluators (i.e., superintendent, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators.

### Performance Standards

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

Figure 2.1: *Performance Standards*

<b>Instructional Leadership</b> <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</i>
<b>School Climate</b> <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>
<b>Human Resources Management</b> <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>
<b>Organizational Management</b> <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>
<b>Communication and Community Relations</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>

**Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Student Academic Progress**

*The principal's leadership results in acceptable, measurable student academic progress based on established standards.*

## Performance Indicators

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

Evaluators and principals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. **Performance ratings are made at the performance standard level, not at the performance indicator level.** Additionally, it is important to document a principal's performance on each standard with evidence generated from multiple performance indicators. Sample performance indicators for each of the performance standards follow on the following pages.

**Performance Standard 1: Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

- 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.



- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.
- 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

**Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in school wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- 6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Performance Standard 7: Student Academic Progress**

*The principal's leadership results in acceptable, measurable student academic progress based on established standards.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

**Note:** Performance Standard 7: If a principal effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 7: Student Academic Progress – would be positive. The Virginia principal evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year. Trend analysis should be used where applicable.

## Part III: Documenting Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the principal’s work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on principal performance.

Figure 3.1: *Suggested Documentation Sources for Principal Evaluation*

Data Source	Definition
Self-Evaluation	Self-evaluation reveals principals’ perceptions of their job performance. Results of a self-evaluation should inform principals’ personal goals for professional development.
Informal Observation/ School Site Visits	Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
Portfolio/ Document Log	Portfolios/document logs provide documentation generated by principals as evidence of meeting the seven performance standards.
Teacher/Staff Survey	Climate surveys provide information to principals about perceptions of job performance. The actual survey responses are seen only by the principal who prepares a survey summary for inclusion in the portfolio/document log.
Goal Setting	Principals, in conjunction with their evaluators, set goals for professional growth and school improvement.

**Note:** All recommended data sources may not always be necessary in a principal evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs.

To address the contextual nature of the principal’s job, each principal should provide a school profile narrative to his or her evaluator. This may be done via the *Student Academic Progress Goal Setting Form*. It is strongly recommended that the principal also discuss the unique characteristics of the school with the evaluator.

## School Site Visits

Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator. Site visits are a method by which evaluators may gain insight into whether principals are meeting the performance standards. Evaluators are encouraged to conduct multiple site visits to the principal's school. During a site visit, evaluators should discuss various aspects of the job with the principal. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the principal reflect on his or her performance, which may provide insight into how the principal is addressing the standards. Such a discussion may also help the principal to think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators can use the principal's responses to the questions to determine issues they would like to further explore with the principal's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, and by having an honest, open discussion, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school changes. The site visit also provides an opportunity for the evaluator to offer feedback. Following the site visit, evaluators should provide feedback to the principal.

## Teacher/Staff Surveys

Surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the principal's performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) — in other words, to provide feedback directly to the principal for professional growth and development. Teacher/staff surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Principals should administer annual teacher/staff surveys according to school division guidelines during a specified time period (for example, the second nine weeks). The principal will retain sole access to the teacher/staff surveys; however, the principal will provide a summary of the surveys to the evaluator as part of the portfolio/document log.

The survey asks teachers/staff to report on items that they have directly experienced. The survey questions address the first six of the leader performance standards. At the principal's discretion, additional questions may be added to the survey. The table of specifications in Figure 3.3 illustrates the alignment between the survey items and performance standards. The sample survey is included in the sample forms sections of this manual.

Figure 3.3: Table of Specifications

Principal Performance Standards	Survey Item #
1 - Instructional Leadership	1, 3, 10, 13, 18
2 - School Climate	7, 11, 14, 22
3 - Human Resources Management	4, 5, 12, 15, 21, 22
4 - Organizational Management	6, 7, 8, 9, 10, 16, 20
5 - Communication and Community Relations	2, 17, 20, 21, 23
6 - Professionalism	11, 19, 24, 25

## Portfolios and Document Logs

School divisions should consider a version of a portfolio or document log to best fit their needs. Artifacts of a principal’s performance can serve as a valuable and insightful data source for documenting the work that principals actually do. These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the principals’ own documentation of their work by various names, but the purpose is essentially the same – to provide evidence of leadership excellence.

Documentation provides evaluators with information related to specific standards and provides principals with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a principal’s effort to document exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously identified deficiency.

Artifacts are not created solely for a portfolio or document log, but are readily reviewed in portfolio/document log form. They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Within that binder or folder, principals may organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented.

### Portfolios

The professional portfolio is an organized collection of work that demonstrates the educator’s skills, talents, and accomplishments for the evaluation cycle. It contains a broader, more comprehensive collection of material than does a document log, and the selection of material to be included is often at the discretion of the principal. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting performance standards and is therefore an important part of the evaluation process. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry. The portfolio is an official document that is maintained by the principal and reviewed periodically by the evaluator. It is the property of the principal and follows the principal when work assignments change. The division should provide the guidelines for the portfolio and may provide the physical notebook, cover, and dividers if it is to be submitted in hard copy.

### Document Logs

Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division.

Evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the principal's performance. This type of evaluator documentation may come from a variety of sources (informally observing the principal during meetings, watching his or her interactions with others, etc.). This type of documentation should be considered along with the principal's own documentation when making formative and summative assessments.

## Sample Documentation

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

- 1. Instructional Leadership:** school improvement plan; strategic plan; vision/mission/core belief statements; staff evaluation grid; leadership/school improvement team agendas; building administrator responsibility chart; professional goals; master schedule; student progress monitoring data; schedules for students in the alternative education program; project-specific summaries of a goal; compliance with *Standards of Accreditation*; program development; staff development plan; school committees and members.
- 2. School Climate:** monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; teacher/staff appreciation; summary of surveys of staff; student recognition; student groups/clubs.
- 3. Human Resources Management:** staff evaluation schedule including observation schedule; evidence of teachers and staff serving as leaders in the school, school division, and school community; monthly discipline report by teacher; teacher licensure renewal schedule; staff evaluations; staff recognition program; Performance Improvement Plans; mentorship program.
- 4. Organizational Management:** building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; career and technical education compliance; special education compliance; long-range goals; short-range goals.
- 5. Communication and Community Relations:** faculty meeting agendas; newsletters; PAC/PTO/PTA agendas; optional parent/community survey; Web site link; completion of annual school safety audit; Safe School's committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups.
- 6. Professionalism:** staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership.
- 7. Student Academic Progress:** analysis of grades for the marking period; documentation of meeting established annual goals (e.g., school improvement plan); progress (value) table data, if available and appropriate; data on student achievement from other valid, reliable sources (e.g., percent of students



taking the SATs, pattern of improvement in advanced pass rate on Standards of Learning assessments, etc. *See listing in the Goal Setting section of this document.*)

## Self-Evaluation

Self-evaluation is a process by which one may judge the effectiveness and adequacy of his or her performance, effects, knowledge, and beliefs for the purpose of self-improvement. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically. Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help a principal to target areas for professional development.

## Part IV: Connecting Principal Performance to Student Academic Progress

Research in the field has consistently revealed that school leadership has an impact on student achievement gains or progress over years. Simply stated, a school with strong leadership can have a positive effect on student learning, whereas a school with ineffective leadership can negatively affect student achievement. Research also strongly supports the argument that ineffective teachers negatively impact students' learning while effective teachers lead to higher student achievement growth. Principals represent a key component in this equation as they are charged with supporting and accurately evaluating teachers, and in many cases, are directly responsible for selecting and retaining them. Using measures of student academic progress to inform principal evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement, and principals have a direct impact on teacher quality.

### Why Connect Principal Performance to Student Academic Progress?

There are many reasons for including student academic progress as part of the principal evaluation process.

- Principals have an indirect, but powerful, influence on student achievement. The effect is most apparent through principals' influence on those who directly interact with students in instructional settings.
- Principals influence student achievement through their leadership style and their influence on school climate.
- Principals of schools with high student achievement empower teachers to focus on student achievement and to make their own decisions in the classroom.
- A strong leader committed to education is a common element in schools with at-risk populations that exceed expectations for student achievement.

### Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Section 22.1-294 of the *Code of Virginia* (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** [emphasis added] and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

## Methods for Connecting Student Performance to Principal Evaluation

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards. There are three key points to consider in this model:

1. Student learning should be determined by multiple measures of student academic progress.
2. For elementary and middle school principals:
  - a. Progress (value) table data as provided from the Virginia Department of Education may be used when the data are available and can be used appropriately.
  - b. *Student Academic Progress Goals* with evidence that the alternative measure is valid may be used. **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. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.
3. For high school principals: The principal evaluation should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

Figure 4.1 provides guidance for incorporating multiple measures of student academic progress into principals' performance evaluations.

Principal	Application of Progress Table Data	Other Academic Progress Measures
Elementary School and Middle School	Progress table data*	Measures of student academic progress. <ul style="list-style-type: none"> <li>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.</li> <li>• Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.</li> </ul>
High School	Not applicable	Measures of student academic progress other than the progress table data. <ul style="list-style-type: none"> <li>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress.</li> <li>• Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.</li> </ul>

## Goal Setting

One approach to linking student academic progress to principal performance involves building the capacity for principals 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 academic progress. *Student Academic Progress Goal Setting* is designed to improve student learning.

In many cases, measures of student performance can be directly documented. A value-added or gain score approach can be summarized using the equation in Figure 4.2.

Figure 4.2: *Gain Score Equation*

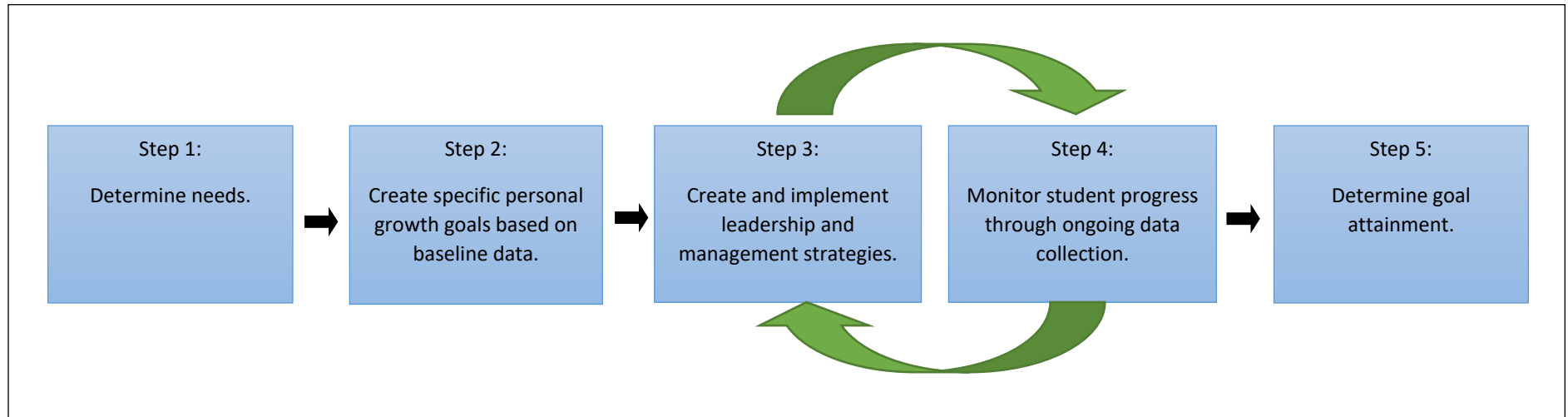
$$\text{Student Gain Score} = \text{Student Learning End Result} - \text{Student Learning Beginning Score}$$

## Goal Setting Process

Principals are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The principal's and school goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Progress Goal Setting Form* on the following pages may be used for developing and assessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the measurable difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, principals can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 4.3 depicts these steps.

Figure 4.3: Goal Setting Process



To be able to measure goal attainment, principals must identify valid measures of student academic progress appropriate to their school settings. Below are suggested focus areas for goal setting (not intended as an exhaustive list and each school division/school should determine valid measures that are appropriate for each unique school setting) that provide measures of student academic progress that focus on school improvement:

#### Possible Examples of Measures

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in reporting groups achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among reporting groups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Decrease in the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening [PALS] benchmarks for being on track to be proficient in reading by grade 3)
- Decrease in achievement gaps, as identified by PALS, between and among reporting groups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one
- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten
- Increase in the percentage of students making at least one year's growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three
- Increase in the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science

- Decrease in the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase in the percentage of English Learners (ELs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading on grade level
- Pattern of increased percentage of middle school students taking high school level courses
- Increase in examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, speech)
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college-level courses
- Pattern of increased number of students earning college credit while in high school
- Increase in the number/percentage of students in underperforming reporting groups who enroll in college-level courses in high school
- Increase in the number/percentage of students in underperforming reporting groups who earn college credit while in high school
- Increase in the number/percentage of students, particularly students from underperforming reporting groups, who enroll in and are successful taking Algebra I by eighth grade
- Decrease in the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
- Pattern of increased attainment of advanced diplomas
- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase in the percent of students taking the SATs
- Increase in the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase in the number/percent of students involved in one or more extracurricular activities

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.

## Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 4.4) is a useful way to self-assess a goal's feasibility and worth.

Figure 4.4: *Acronym for Developing Goals*

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

### *Submission of the Goal Setting Form*

Principals complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year principals are responsible for submitting their goals to their evaluator.

### *Mid-Year Review of Goal*

A mid-year review of progress toward the goal is held for all principals. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. It is the evaluator's responsibility to establish the format and select the time of the review.

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

By the appropriate date, as determined by the evaluator, each principal is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A principal may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators and individual principals may extend the due date for the end-of-year reviews in order to include the current year's data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

## Part V: Rating Principal Performance

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

### Interim Evaluation

Some principal evaluation systems include an interim or annual review, especially for beginning principals, in order to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a *Principal Interim/Annual Performance Report* that indicates if a principal has shown evidence of each of the performance standards. The evaluator should share his or her assessment of the principal's performance. Please note that the Principal Interim/Annual Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance.

### Summative Evaluation

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

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

### Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from "Exemplary" to "Unacceptable." The use of the scale enables evaluators to acknowledge effective performance (i.e., "Exemplary" and "Proficient") and provides two levels of feedback for principals not meeting expectations (i.e., "Developing/Needs Improvement" and "Unacceptable"). Note: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.



Category	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: <ul style="list-style-type: none"> <li>• sustains high performance over the evaluation cycle</li> <li>• empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate serves as a role model to others</li> </ul>
Proficient	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	Effective performance: <ul style="list-style-type: none"> <li>• consistently meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate demonstrates willingness to learn and apply new skills</li> </ul>
Developing/ Needs Improvement	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the principal's performance is lacking in a particular area. The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Below acceptable performance: <ul style="list-style-type: none"> <li>• requires support in meeting the standards</li> <li>• results in less than expected quality of student academic progress</li> <li>• requires principal professional growth be jointly identified and planned between the principal and evaluator</li> </ul>
Unacceptable	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Ineffective performance: <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• results in minimal student academic progress may contribute to a recommendation for the employee not being considered for continued employment</li> </ul>

## How a Performance Rubric Works

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

## Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all principals. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. **The rating of “Proficient” is the expected level of performance.**

## Performance Rubrics for Performance Standards

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

### **Performance Standard 1: Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.
- 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

<b>Exemplary</b>  <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b>  <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.	<b>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</b>	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

**Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

**Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

<p><b>Exemplary</b></p> <p><i>In addition to meeting the requirements for Proficient...</i></p>	<p><b>Proficient</b></p> <p><i>Proficient is the expected level of performance.</i></p>	<p><b>Developing/ Needs Improvement</b></p>	<p><b>Unacceptable</b></p>
<p>The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</p>	<p><b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b></p>	<p>The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</p>	<p>The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</p>

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

<p><b>Exemplary</b></p> <p><i>In addition to meeting the requirements for Proficient...</i></p>	<p><b>Proficient</b></p> <p><i>Proficient is the expected level of performance.</i></p>	<p><b>Developing/ Needs Improvement</b></p>	<p><b>Unacceptable</b></p>
<p>The principal consistently demonstrates expertise in human resources management, which results in a highly- productive work force (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).</p>	<p><b>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b></p>	<p>The principal inconsistently assists with selection and induction and/or inconsistently supports, evaluates, and retains quality instructional and support personnel.</p>	<p>The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</p>

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.
- 4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

<p><b>Exemplary</b></p> <p><i>In addition to meeting the requirements for Proficient...</i></p>	<p><b>Proficient</b></p> <p><i>Proficient is the expected level of performance.</i></p>	<p><b>Developing/ Needs Improvement</b></p>	<p><b>Unacceptable</b></p>
<p>The principal is highly effective at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</p>	<p><b>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</b></p>	<p>The principal inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.</p>	<p>The principal inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</p>

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

<p><b>Exemplary</b></p> <p><i>In addition to meeting the requirements for Proficient...</i></p>	<p><b>Proficient</b></p> <p><i>Proficient is the expected level of performance.</i></p>	<p><b>Developing/ Needs Improvement</b></p>	<p><b>Unacceptable</b></p>
<p>The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</p>	<p><b>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</b></p>	<p>The principal inconsistently communicates or infrequently collaborates on issues of importance to-stakeholders.</p>	<p>The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.</p>

**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- 6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

<b>Exemplary</b>  <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b>  <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	<b>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</b>	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal shows disregard for professional standards and ethics and/or engaging in continuous professional development, or contributing to the profession.



**Performance Standard 7: Student Academic Progress**

*The principal’s leadership results in acceptable, measurable student academic progress based on established standards.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

<p><b>Exemplary</b></p> <p><i>In addition to meeting the requirements for Proficient...</i></p>	<p><b>Proficient</b></p> <p><i>Proficient is the expected level of performance.</i></p>	<p><b>Developing/ Needs Improvement</b></p>	<p><b>Unacceptable</b></p>
<p>In addition to meeting the standard, the principal’s leadership results in a high level of student academic progress with all populations of learners.</p>	<p><b>The principal’s leadership results in acceptable, measurable, student academic progress based on established standards.</b></p>	<p>The principal’s leadership results in student academic progress that inconsistently meets the established standard.</p>	<p>The principal’s leadership consistently results in inadequate student academic progress.</p>

## Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a principal’s performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. The results of the evaluation must be discussed with the principal at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. Summative ratings should apply the rating for each of the seven performance standards.

The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

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

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

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

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

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

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

be

## Part VI: Improving Principal Performance

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

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

The tools may be used independently of each other. Figure 6.1 highlights key differences between the processes.

Figure 6.1: *Three Tools to Increase Professional Performance*

	Support Dialogue	Plan for Growth	Performance Improvement Plan
<b>Purpose</b>	For principals who could benefit from targeted performance improvement OR who would like to systematically focus on his performance growth	For principals whose work is in the “developing/needs improvement” or “unacceptable” categories	For principals whose work is in the “developing/needs improvement” or “unacceptable” categories
<b>Initiates Process</b>	Evaluator or principal	Evaluator	Evaluator
<b>Documentation</b>	Form Provided: None  Memo or other record of the discussion/ other forms of documentation at the building/worksite level	Form Required: <i>Plan for Growth</i>  Building/Worksite Level	Form Required: <i>Performance Improvement Plan</i>  Building/Worksite Level  Director/Superintendent is notified
<b>Outcomes</b>	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the principal  In some instances, little or no progress – the employee may be moved to a plan.	<ul style="list-style-type: none"> <li>Sufficient improvement -- recommendation to discontinue <i>Plan for Growth</i></li> <li>Inadequate improvement -- recommendation to be placed on Performance Improvement Plan and/or non-renewal or dismissal</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient improvement -- recommendation to continue employment</li> <li>Inadequate improvement -- recommendation to continue on Performance Improvement Plan and/or non-renewal or dismissal</li> </ul>

## Support Dialogue

The *Support Dialogue* is initiated by evaluators or principals 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 principals. The option for a *Support Dialogue* is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal's growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

Figure 6.2: *Sample Prompts*

<p><b>Sample Prompts for the Initial Conversation</b></p> <p><i>What challenges have you encountered in addressing _____ (tell specific concern)?</i></p> <p><i>What have you tried to address the concern of _____ (tell specific concern)?</i></p> <p><i>What support can I or others in the division provide you?</i></p> <p><b>Sample Prompts for the Follow-Up Conversation</b></p> <p><i>Last time we met, we talked about _____ (tell specific concern). What has gone well?</i></p> <p><i>What has not gone as well?</i></p>
--

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 principal seeking self-improvement, the evaluator and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For principals for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the principal'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.

## Plan for Growth and Performance Improvement Plan

If a principal's performance does not meet the expectations established by the school division, the principal will be placed on a *Plan for Growth or Performance Improvement Plan*. A *Plan for Growth or Performance Improvement Plan* is designed to support a principal 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 principal whose professional practice would benefit from additional support. Additionally, a *Plan for Growth or Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

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

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

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

Assistance may include:

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

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

- Sufficient improvement has been achieved; the principal is no longer on a *Plan for Growth or Performance Improvement Plan* and is rated "Proficient."
- Partial improvement has been achieved but more improvement is needed; the principal remains on a *Plan for Growth or Performance Improvement Plan* and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the principal is rated "Unacceptable."

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

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

## Part VII: Principal Evaluation Timelines and Deadlines

### Principal Evaluation Schedule

Principal Evaluation Schedule				
Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	Principal
September 15	Principals conduct self-evaluation	Principal Self-Evaluation Form		✓
October 1	Principals submit goal-setting form	Student Academic Progress Goal Setting Form		✓
October 30	Evaluators/Principals conference and review self-assessment and goals	Principal Self-Evaluation Form and Student Academic Progress Goal Setting Form	✓	✓
November 30	Evaluators conduct at least one of the required informal observation/ site visits	Informal Observation/Site Visit Form	✓	
December 1	Principals complete summary of NPS Climate Survey	Teacher/Staff Survey and Summary Survey Form		✓
December 30	Evaluators/principals conduct mid-year review of goals	Student Academic Progress Goal Setting Form	✓	✓
	Evaluators complete/share results of interim evaluation with Principals	Principal Interim Performance Review	✓	
March 30	Evaluators conduct the second required informal observation/site visits	Informal Observation/Site Visit Form	✓	
June 1	Principal submit Document Log for review	Document Log	✓	✓
June 30	Evaluators complete summative evaluation of all Principals	Principal Summative Performance Report	✓	

## Assistant Principal Evaluation Schedule

Assistant Principal Evaluation Schedule				
Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	Assistant Principal
September 15	Assistant Principals conduct self-evaluation	Principal Self-Evaluation Form		✓
October 1	Assistant Principals submit goal-setting form	Student Academic Progress Goal Setting Form		✓
October 30	Evaluators/Assistant Principals conference and review self-assessment and goals	Principal Self-Evaluation Form and Student Academic Progress Goal Setting Form	✓	✓
November 30	Evaluators conduct at least one of the required informal observation/site visits	Informal Observation/Site Visit Form	✓	
December 1	Assistant Principals conduct pre-teacher/staff survey and summary	Teacher/Staff Survey and Summary Survey Form		✓
December 30	Evaluators/Assistant Principals conduct mid-year review of goals	Student Academic Progress Goal Setting Form	✓	✓
	Evaluators complete/share results of interim evaluation with Assistant Principals	Principal Interim Performance Review	✓	
March 30	Evaluators conduct at least two (2) additional informal observation/site visits	Informal Observation/Site Visit Form	✓	
May 1	Assistant Principals conduct post-teacher/staff survey and summary	Teacher/Staff Survey and Summary Survey Form		✓
June 1	Assistant Principal submit Document Log	Document Log	✓	✓
June 30	Evaluators complete summative evaluation of all Assistant Principals	Principal Summative Performance Report	✓	



## Part VIII: Sample Forms

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

### Formal Classroom Observation Form

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

Teacher's Name	Date Observed	Time
Observer's Name	The teacher is: <input type="checkbox"/> Probationary <input type="checkbox"/> 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.*

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

Strengths:

Directives:

Support:

#### 2. Instructional Planning

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

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

Strengths:

Directives:

Support:

### 3. Instructional Delivery

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

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

Strengths:

Directives:

Support:

### 4. Assessment of and for Student Learning

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

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

Strengths:

Directives:

Support:

### 5. Learning Environment

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

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

Strengths:

Directives:

Support:

**6. Professionalism**

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

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

Strengths:

Directives:

Support:

**7. Student Academic Progress**

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

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

Strengths:

Directives:

Support:

**Additional Comments:**

Teacher’s Name \_\_\_\_\_

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

Observer’s Name \_\_\_\_\_

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

## Informal Observation Form

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

Teacher Observed: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

<p><b>1. Professional Knowledge</b></p> <ul style="list-style-type: none"> <li>• Addresses appropriate curriculum standards</li> <li>• Integrates key content elements and facilitates students' use of higher level thinking skills</li> <li>• Demonstrates ability to link present content with past and future learning</li> <li>• Demonstrates an accurate knowledge of the subject area(s) taught</li> <li>• Demonstrates skills relevant to the subject area(s) taught</li> <li>• Bases instruction on goals that reflect high expectations</li> <li>• Demonstrates an understanding of the knowledge of development</li> <li>• Communicates clearly</li> </ul>	<p><b>Specific Examples:</b></p>
<p><b>2. Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• Uses student learning data to guide planning</li> <li>• Plans time for realistic pacing</li> <li>• Plans for differentiated instruction</li> <li>• Aligns lesson objectives to curriculum and student needs</li> <li>• Develops appropriate long- and short-range plans and adapts plans</li> </ul>	<p><b>Specific Examples:</b></p>
<p><b>3. Instructional Delivery</b></p> <ul style="list-style-type: none"> <li>• Engages students</li> <li>• Builds on prior knowledge</li> <li>• Differentiates instruction</li> <li>• Reinforces learning goals</li> <li>• Uses a variety of strategies/resources</li> <li>• Uses instructional technology</li> <li>• Communicates clearly</li> </ul>	<p><b>Specific Examples:</b></p>
<p><b>4. Assessment of and for Student Learning</b></p> <ul style="list-style-type: none"> <li>• Uses pre-assessment data</li> <li>• Involves students in setting learning goals</li> <li>• Uses valid, appropriate assessments</li> <li>• Aligns assessments with standards</li> <li>• Uses a variety of assessment strategies</li> <li>• Uses assessment tools for formative/summative purposes</li> <li>• Gives constructive feedback</li> </ul>	<p><b>Specific Examples:</b></p>
<p><b>5. Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Arranges the classroom to maximize learning and provides a safe environment</li> <li>• Establishes clear expectations</li> <li>• Maximizes instruction/minimal disruption</li> <li>• Establishes a climate of trust/teamwork</li> <li>• Promotes cultural sensitivity/respects diversity</li> <li>• Listens and pays attention to students' needs and responses</li> <li>• Maximizes instructional learning time by working with students individually and in groups</li> </ul>	<p><b>Specific Examples:</b></p>

<p><b>6. Professionalism</b></p> <ul style="list-style-type: none"> <li>• Collaborates/communicates effectively</li> <li>• Adheres to laws/policies/ethics</li> <li>• Incorporates professional development learning</li> <li>• Incorporates learning from professional growth activities</li> <li>• Sets goals for improvement</li> <li>• Activities outside classroom</li> <li>• Builds positive relationship with parents</li> <li>• Contributes to professional learning community</li> <li>• Demonstrates mastery of standard oral and written English</li> </ul>	<p><b>Specific Examples:</b></p>
<p><b>7. Student Academic Progress</b></p> <ul style="list-style-type: none"> <li>• Sets student achievement goals</li> <li>• Documents progress</li> <li>• Provides evidence of goal attainment</li> <li>• Develops interim learning targets</li> </ul>	<p><b>Specific Examples:</b></p>

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

Commendations:

Directives:

Support:

**Additional Comments:**

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

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






















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

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Student Surveys

### Grades 1-2 Student Survey

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

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

Comments:

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Grades 3-5 Student Survey

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

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

Comments:

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## Grades 6-8 Student Survey

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

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

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

Comments:

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## Grades 9-12 Student Survey

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

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

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

Comments:

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## Student Survey Summary

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

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

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

**Grade and/or Content Area:** \_\_\_\_\_

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

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

### Student Satisfaction Analysis

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

## Teacher Documentation Log Cover Sheet

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

Standards	Examples of Evidence	Evidence Included
1. Professional Knowledge	<ul style="list-style-type: none"> <li>• Summary of a plan for integrating instruction</li> <li>• Class profile</li> <li>• Annotated list of instructional activities for a unit</li> <li>• Annotated photographs of teacher-made displays used in instruction</li> <li>• Annotated samples or photographs of instructional materials created by the teacher</li> <li>• Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)</li> <li>• Summary of consultation with appropriate staff members regarding special needs of individual students</li> </ul>	
2. Instructional Planning	<ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Lesson plan</li> <li>• Intervention plan</li> <li>• Substitute lesson plan</li> </ul>	
3. Instructional Delivery	<ul style="list-style-type: none"> <li>• Samples of handouts/presentation visuals</li> <li>• Technology samples on disk</li> </ul>	
4. Assessment of and for Student Learning	<ul style="list-style-type: none"> <li>• Brief report describing your record-keeping system and how it is used to monitor student academic progress</li> <li>• Copy of teacher-made tests and other assessment measures</li> <li>• Copy of scoring rubric used for a student project</li> <li>• Summary explaining grading procedures</li> <li>• Photocopies or photographs of student work with written comments</li> <li>• Samples of educational reports, progress reports, or letters prepared for parents or students</li> </ul>	
5. Learning Environment	<ul style="list-style-type: none"> <li>• Student Survey Summary (<i>for teachers of students in grades 1-12</i>)</li> <li>• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them</li> </ul>	

	<ul style="list-style-type: none"> <li>• Diagram of the classroom with identifying comments</li> <li>• Diagram of alternative classroom arrangements used for special purposes with explanatory comments</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	
6. Professionalism	<ul style="list-style-type: none"> <li>• Résumé</li> <li>• Documentation of presentations given</li> <li>• Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)</li> <li>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.</li> <li>• Samples of communication with students, parents/guardians, and peers</li> </ul>	
7. Student Academic Progress	<ul style="list-style-type: none"> <li>• Student Achievement Goal Setting Form</li> <li>• Chart of student academic progress throughout the year</li> <li>• Analysis of grades for the marking period</li> <li>• Log of collegial collaboration</li> <li>• Documentation of meeting established annual goals</li> <li>• Test critique</li> <li>• Table of key knowledge and skills which indicates level of student mastery</li> <li>• Student progress data, if available</li> <li>• Data on student achievement from other valid, reliable sources</li> </ul>	

# Parent 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"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

## Professional Development Log

Last	First	Middle	Year	Employee ID #
Work Location			Position	

**Professional Development Plan** | Complete this section by October 15.

Goals	Professional Development Activity

**Professional Development Documentation** | Complete this section by June 1.

Professional Growth Activity	Administrator's Initials	# of Hours	Date(s)	Time(s)
<b>Total Hours</b>				

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

## Teacher Self-Evaluation Form

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

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

### 1. Professional Knowledge

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

### 2. Instructional Planning

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

### 3. Instructional Delivery

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

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

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**5. Learning Environment**

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**6. Professionalism**

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**7. Student Academic Progress**

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**



## Goal Setting for Student Academic Progress Form

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

Last	First	Middle	Year	Employee ID #
Work Location		Position		

### Initial Goal Submission

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

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

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

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

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

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

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

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

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

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

**VII. End-of-Year Review**

**Appropriate Data Received**

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

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

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

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

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

## Probationary Teacher Interim Performance Report

_____	_____	_____	_____	_____
Last	First	Middle	Year	Employee ID #
_____			_____	
Work Location			Position	

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

**Strengths:**

**Areas of Improvement:**

**Support:**

Teacher's Name	_____		
Teacher's Signature	_____	Date	_____
Evaluator's Name	_____		
Evaluator's Signature	_____	Date	_____

## Teacher Summative Performance Report

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

Last	First	Middle	Year	Employee ID #
Work Location			Position	

**Contract Status:**       Probationary       Continuing Contract

<p><b>1. Professional Knowledge</b>  <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <ul style="list-style-type: none"> <li>• Effectively addresses appropriate curriculum standards.</li> <li>• Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li> <li>• Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li> <li>• Demonstrates an accurate knowledge of the subject area(s) taught.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrates skills relevant to the subject area(s) taught.</li> <li>• Bases instruction on goals that reflect high expectations and an understanding of the subject.</li> <li>• Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</li> <li>• Communicates clearly and checks for understanding.</li> </ul> <p>Comments:</p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/ Needs Improvement</p> <p><input type="checkbox"/> Unacceptable</p>
<p><b>2. Instructional Planning</b>  <i>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</i></p> <ul style="list-style-type: none"> <li>• Uses student learning data to guide planning.</li> <li>• Plans time realistically for pacing, content mastery, and transitions.</li> <li>• Plans for differentiated instruction.</li> </ul> <ul style="list-style-type: none"> <li>• Aligns lesson objectives to the school's curriculum and student learning needs. Develops appropriate long- and short-range plans and adapts plans when needed</li> </ul> <p>Comments:</p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/ Needs Improvement</p> <p><input type="checkbox"/> Unacceptable</p>
<p><b>3. Instructional Delivery</b></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p>

<p><i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <ul style="list-style-type: none"> <li>Engages and maintains students in active learning.</li> <li>Builds upon students' existing knowledge and skills.</li> <li>Differentiates instruction to meet the students' needs.</li> <li>Reinforces learning goals consistently throughout lessons.</li> </ul> <ul style="list-style-type: none"> <li>Uses a variety of effective instructional strategies and resources.</li> <li>Uses instructional technology to enhance student learning.</li> <li>Communicates clearly and checks for understanding.</li> </ul> <p>Comments:</p>	<input type="checkbox"/> Proficient <input type="checkbox"/> Developing/Needs Improvement <input type="checkbox"/> Unacceptable
<p><b>4. Assessment of/for Student Learning</b>  <i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i></p> <ul style="list-style-type: none"> <li>Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.</li> <li>Involves students in setting learning goals and monitoring their own progress.</li> <li>Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.</li> <li>Aligns student assessment with established curriculum standards and benchmarks.</li> </ul> <ul style="list-style-type: none"> <li>Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.</li> <li>Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.</li> <li>Gives constructive and frequent feedback to students on their learning</li> </ul> <p>Comments:</p>	<p><b>Rating</b></p> <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/Needs Improvement <input type="checkbox"/> Unacceptable
<p><b>5. Learning Environment</b>  <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <ul style="list-style-type: none"> <li>Arranges the classroom to maximize learning while providing a safe environment.</li> <li>Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.</li> <li>Maximizes instructional time and minimizes disruptions.</li> </ul> <ul style="list-style-type: none"> <li>Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</li> <li>Promotes cultural sensitivity.</li> <li>Respects students' diversity, including language, culture, race, gender, and special needs.</li> <li>Actively listens and pays attention to students' needs and responses.</li> </ul>	<p><b>Rating</b></p> <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/Needs Improvement <input type="checkbox"/> Unacceptable

<p>Comments:</p>	<ul style="list-style-type: none"> <li>• Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.</li> </ul>
<p><b>6. Professionalism</b>  <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</i></p> <ul style="list-style-type: none"> <li>• Collaborates and communicates effectively within the school community to promote students' well-being and success.</li> <li>• Adheres to federal and state laws, school policies, and ethical guidelines.</li> <li>• Incorporates learning from professional growth opportunities into instructional practice.</li> <li>• Sets goals for improvement of knowledge and skills.</li> <li>• Engages in activities outside the classroom intended for school and student enhancement.</li> </ul> <p>Comments:</p>	<ul style="list-style-type: none"> <li>• Works in a collegial and collaborative manner with administrators, other school personnel, and the community.</li> <li>• Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.</li> <li>• Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.</li> <li>• Demonstrates consistent mastery of standard oral and written English in all communication.</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/Needs Improvement</p> <p><input type="checkbox"/> Unacceptable</p>
<p><b>7. Student Academic Progress</b>  <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p> <ul style="list-style-type: none"> <li>• Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.</li> <li>• Documents the progress of each student throughout the year.</li> </ul> <p>Comments:</p>	<ul style="list-style-type: none"> <li>• Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student growth.</li> <li>• Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/Needs Improvement</p> <p><input type="checkbox"/> Unacceptable</p>

**Overall Evaluation Summary:**

Include comments here

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

**Commendations:**

**Areas Noted for Improvement:**

**Teacher Improvement Goals:**

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

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Continuing Contract Teacher Interim Performance Report

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

_____ Last	_____ First	_____ Middle	_____ Year	_____ Employee ID #
_____ Work Location		_____ Position		

**Strengths:**

**Areas of Improvement:**

**Support:**

Teacher's Name	_____		
Teacher's Signature	_____	Date	_____
Evaluator's Name	_____		
Evaluator's Signature	_____	Date	_____



## Optional Support Dialogue Form

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

**What is the area of targeted support?**

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

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

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

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

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

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

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

## Performance Improvement Plan

\_\_\_\_\_  
Last First Middle Year Employee ID #

\_\_\_\_\_  
Work Location Position

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

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

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

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

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

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

**Results of Performance Improvement Plan**

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

**Final Recommendation Based on Outcome of Improvement Plan**

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

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

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date