Norfolk Public Schools

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Teacher 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

Teacher evaluation matters because teaching matters. Despite the complexities surrounding issues related to measuring teacher effectiveness, effective teachers do make an extraordinary and lasting impact on the lives of students. Research finds that students assigned to highly effective teachers are more likely to attend college, live in better neighborhoods, and save more for retirement. If schools ranked all teachers by level of effectiveness and replaced the lowest five percent of teachers with average-effectiveness teachers, the lifetime income of the students affected by this change would increase by approximately $250,000. Thus, if teacher quality is the pillar of success in education, then it logically follows that a robust teacher evaluation system should be in place since the purpose of evaluation is to recognize and develop good teaching.

Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide teachers with the support, recognition, and guidance they need to sustain and improve their efforts.

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

- assessing and documenting teacher effectiveness with accuracy;
- identifying areas of strengths and areas in need of improvement;
- providing meaningful, specific, and actionable feedback about teacher practice;
- expanding opportunities for conversations among teachers, colleagues, and administrators about effective practices;
- making professional development more individualized and contextualized;
- improving instruction schoolwide; and
- supporting teachers as they provide culturally relevant and sustaining practice for all students.

Research provides evidence that quality performance-based and multiple-measure teacher evaluation systems can lead to improved instructional pedagogy and student learning. For instance, one study found that participating in a comprehensive teacher evaluation process can improve teacher performance by 0.11 standard deviations, which is equivalent to an improvement of 4.5 percentile points, compared with not participating in evaluation. Another study found that

reformed teacher evaluation systems that are characterized by multiple measures, including standards-based classroom observations, measures of student growth, and conferences with teachers, can increase student achievement by 5.4 percent of a standard deviation in math and 9.9 percent of a standard deviation in reading. Also, a rigorous teacher evaluation process can differentiate teacher performance, identify low-performing teachers, and increase the voluntary turnover of those low-performing teachers. Further, evaluation results can inform administrators in making retention efforts more strategic – retaining high-performing teachers while counseling out low-performing ones. When teachers who receive an *Ineffective* rating on an evaluation are counseled out or voluntarily leave, and are replaced by new hires, the achievement gain differences between entering and exiting teachers can be quite significant. According to a study from the District of Columbia Public Schools, when low-performing teachers were induced to leave for poor performance, student academic achievement improved by 6 percentile points (0.14 SD) in reading and 8 percentile points (0.21 SD) in math. To summarize, teacher evaluation, designed properly and implemented with fidelity, is an important lever for teacher and school improvement.

Although the studies cited in this section focus on how to address poorly performing teachers, they confirm that quality teacher evaluation systems focus on teacher professional growth and improvement and are designed for 100 percent of the teaching faculty. The essential goal of a quality teacher evaluation system is to help teachers improve professionally and sustain effective teaching practices. When teachers succeed, students succeed.

Importance of Recognizing Teacher Effectiveness

Teacher effectiveness is important because of the direct impact teachers have on student performance. In fact, teacher effectiveness is the most significant school-related variable impacting student learning outcomes. Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them. Considering the extent of the teacher's influence, it is important to recognize teacher effectiveness and understand what exactly a teacher can do to promote positive results in the lives of students – with regard to school achievement, attitudes toward school, interest in learning, and other desirable outcomes. This understanding should be based on what educational research has shown to be significant in teacher practices. Since the breakthrough of behavioral learning theory in psychology in the 1950s and 1960s, research on teaching practice has made momentous advances and evolved drastically. We know more about teaching and learning than we ever have. Given this rich evidence base, teacher evaluation should be built on this body of research so that it can measure the specific qualities that matter most.

Purposes of Evaluation

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

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

A high-quality teacher evaluation system includes the following distinguishing characteristics:

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

Part II: Uniform Performance Standards for Teachers

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

Defining Teacher Performance Standards

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

Performance Standards

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

Figure 2.1: *Performance Standards*

Performance Standard 1: Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
Performance Standard 2: Instructional Planning *The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.*
Performance Standard 3: Instructional Delivery *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.*
Performance Standard 4: Assessment of and for Student Learning *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students, parents/caregivers, and other educators, as needed.*
Performance Standard 5: Learning Environment *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

Performance Standard 6: Culturally Response Teaching and Equitable Practices *The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that results in culturally inclusive and responsive learning environments and academic achievement for all students.*
Performance Standard 7: Professionalism *The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.*
Performance Standard 8: Student Academic Progress *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

Performance Indicators

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

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

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

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

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

Sample Performance Indicators

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

1.1 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.

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

Performance Standard 2: Instructional Planning

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

Sample Performance Indicators

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

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

Performance Standard 3: Instructional Delivery

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

Sample Performance Indicators

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

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

3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Performance Standard 4: Assessment of and for Student Learning

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

Sample Performance Indicators

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

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

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

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

5.1 Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.
5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
5.3 Maximizes instructional time and minimizes disruptions.
5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
5.5 Encourages student engagement, inquiry, and intellectual risk-taking.
5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
5.8 Addresses student needs by working with students individually as well as in small groups or whole groups.
5.9 Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

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

Sample Performance Indicators

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

6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.

6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect, and valuation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

6.4 Utilizes inclusive curriculum and instruction resources that represent and validate diversity form all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social, and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

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

Performance Standard 7: Professionalism

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

Sample Performance Indicators

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

7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.

7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

7.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.

7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.

7.6 Engages in activities outside the classroom intended for school and student enchancement.

7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.
7.8 Builds positive and professional relationships with parents/caregivers through frequent and effective communication concerning students' progress.
7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Performance Standard 8: Student Academic Progress

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

Sample Performance Indicators

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

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
8.2 Documents the progress of each student throughout the year.
8..3 Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.
7.3 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Note: Performance Standard 8: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching - as documented in Standard 8: Student Academic Progress - would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 8 and recommends that the evidence of progress be reviewed and considered throughout the year.

Part III: Documenting Teacher Performance

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

Figure 3.1: *Suggested Documentation Sources for Teacher Evaluation*

Data Source	Definition
Formal Observations (Required)	Observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and review of student data**.**
Informal Observations/ Walkthroughs (Highly Recommended)	Informal observations and walk-throughs are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Student Surveys (Highly Recommended)	Student surveys provide information to the teacher about students' perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher who prepares a survey summary for inclusion in the portfolio.
Documentation Logs (Highly Recommended)	Documentation Logs include both specifically required artifacts and teacher-selected artifacts that provide evidence of meeting performance standards. Teachers should submit authentic artifacts created in their day-to-day work and are encouraged to reflect on them as appropriate. The process of reflecting on the documents allows teachers to use many of the artifacts as points for growth and improvement.
Self-Evaluation (Highly Recommended)	Self-evaluations reveal the teachers' perceptions of their job performance and help teachers to reflect on areas of strength and areas for improvement.

Observations

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

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

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

Formal Observations

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

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

Figure 3.2: *Sample Post-Observation Inquiries*

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

Informal Observations and Walk-Throughs

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

Informal observations might include observing instruction for a short duration (i.e., ten to fifteen minutes) or observing work in non-classroom settings at various times throughout the school year. For example, an informal observation might include briefly visiting a classroom during a science laboratory experiment or observing a teacher participating in a faculty meeting or committee meeting. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance. Also, it is important to obtain a representative sampling of performance observations through regular, repeat visits to classrooms.

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

Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). The importance of student feedback to teachers should not be neglected. Studies have found that students' ratings are the best predictor of student achievement, better than the ratings from principals and teachers themselves. Students' perceptions of a supportive learning environment are associated with their engagement, attitudes, and academic achievement. Effective teachers conduct action research and inquiry about their teaching practice to intentionally improve their effectiveness.

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

Below are considerations for how to use survey data to support teacher growth:

- Use survey data for teacher goal-setting.
- Use survey data as a tool in the process of self-reflection.
- Use survey data to target and measure deficiencies and growth for teachers on plans for improvement, as applicable.

Documentation Logs

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

Some items may be required by the school division; however, other documents may be included upon evaluator request and/or teacher choice. School divisions should make their expectations known as far as the number and type of artifacts to be submitted. Specifically, the Documentation Log is a work in progress and should be a "natural harvest" of the artifacts that result from the day-to-day work of the teacher. Artifacts should not be created solely for the purpose of evaluation. A single artifact may provide evidence toward multiple performance standards; therefore, it is important that the teacher identify the performance standard(s) to which the artifact relates. It also is helpful to provide a brief reflection so that the evaluator understands the context surrounding the artifact. Some school divisions find it helpful to ask teachers to reflect on a set of prompts for each artifact, such as: 1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth?

For probationary teachers and teachers on *Performance Improvement Plans*, the Documentation Log contains items relevant to a single evaluation year. A new Documentation Log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the Documentation Log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it clearly indicates which school year it represents (for example, 2020-2021 Communication Log).

Sample Documentation

Sample documentation for each of the eight performance standards is listed below. This listing is not intended to imply that these are required artifacts; rather, school divisions have the prerogative to refine this list. As noted above, school divisions may determine the number and types of artifacts to be submitted. Additionally, Documentation Log requirements may be differentiated based on the status of the teacher (e.g., novice teachers, experienced teachers, teachers on performance improvement plans).

1. **Professional Knowledge**: *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
    a. Journal/notes that represent reflective thinking and professional growth
    b. Annotated list of instructional activities for a unit
    c. Annotated photographs of teacher-made displays used in instruction
    d. Annotated samples or photographs of instructional materials created by the teacher
    e. Transcripts of coursework
    f. Annotated Professional Development certificates
    g. Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)
    h. Summary of consultation with appropriate staff members regarding special needs of individual students

2. **Instructional Planning**: *The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.*
    a. Differentiation in lesson planning and practice
    b. Analysis of classroom assessment
    c. Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives
    d. Evidence of using data about student learning to guide planning and instruction

3. **Instructional Delivery**: *The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.*
    a. Samples of handouts/presentation visuals

b. Annotated photographs of class activities
c. Video/audio samples of instructional units

4. **Assessment of and for Student Learning:** *The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.*
    a. Brief report describing your record-keeping system and how it is used to monitor student academic progress
    b. Copy of scoring rubric used for a student project
    c. Summary explaining grading procedures
    d. Photocopies or photographs of student work
    e. Copy of students' journals of self-reflection and self-monitoring
    f. Samples of formative and summative assessments
    g. Graphs or tables of student results
    h. Samples of educational reports, progress reports, or letters prepared for parents/caregivers or students

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

6. **Culturally Responsive Teaching and Equitable Practices:** *The teacher demonstrates a commitment to equity provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.*
    Documentation of presentations given
    a. Samples of culturally-diverse and inclusive instructional materials
    b. Samples of communication materials that are inclusive of the language, dialects, cultural, social, and literacy needs of all students
    c. Samples of connecting learning objectives to the social and cultural diversity of students
    d. Equity audit of instructional materials and resources
    e. Differentiated supports and lessons
    f. Examples of different ways for students to demonstrate content knowledge and understanding
    g. Evaluation of: academic growth data (including language proficiency for ELs), SEL supports, gap data (including academic achievement, ID for supports or giftedness), and/or discipline data

7. **Professionalism:** *The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.*
    h. Examples of collaborative work with peers
    i. Certificates or other documentation from professional development activities taken or given (e.g. workshops, conferences, official transcripts from courses, National Board certification, etc.)
    j. Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.
    k. Samples of communication with students, parents/caregivers, and peers
    l. Instructional leadership or research projects
    m. Work done in support of state and national organizations

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

Self-Evaluation

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

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers' control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Teachers should consider all relevant information, including previous feedback from their evaluator, previous survey results, and student growth measures.

Part IV: Connecting Teacher Performance to Student Academic Progress

Over the past decade, there has been a national imperative to reform teacher evaluation systems, spurred both by federal policy initiatives, state statutory and policy decisions, and local policy. With the advent of Race to the Top in 2009 and other policy initiatives over the past many years, states and districts were propelled to redesign their teacher evaluation systems, particularly to include multiple measures of teacher effectiveness such as standardized classroom observations, measures of student growth, student surveys, and teacher artifacts. The new-at-the-time teacher evaluation systems were intended to evaluate both the process and outcomes of teaching. By 2015, all 50 states and the District of Columbia had policies for performance-based teacher evaluation and 43 of them mandated the incorporation of student achievement data in these evaluations. In 2015, as we transitioned from No Child Left Behind to the Every Student Succeeds Act (ESSA), there was no longer the same level of focus on student achievement growth as part of the measurement of teacher effectiveness. The 2015 law, ESSA, reduced federal oversight and gave states more control over their accountability systems. As a consequence, states and local schools systems have started to loosen the restraints on teacher evaluation and, instead, elevate the importance of professional development for teachers. However, given the undeniable influence of teachers on student success, teacher quality still is considered the key instrument in improving student outcomes. Additionally, many previous efforts to reform teacher evaluation are already institutionalized in public schools and, to varying degrees, likely will remain as safeguards for teaching quality.

Compelling reasons for including student academic progress in teacher evaluation process include the following:

- Abundant research substantiates the claim that teacher quality is the most important school-related factor influencing student achievement.
- Growing evidence and recognition that, while not without technical flaws in their present state, student growth approaches to teacher evaluation offer convincing evidence and defensible methodologies regarding the influence of the classroom teacher on student learning.
- Teacher effectiveness varies among teachers, and that variability needs to be identified in teacher evaluation.
- Teacher evaluation should not be about only the *process* of teaching but also should address the *outcomes* of teaching.

Student growth measures can be a valuable source of data in teacher evaluation. Nonetheless, various concerns should be carefully considered. To begin, the inclusion of any measures of direct student performance – especially if student performance is tied directly to performance on a designated achievement or performance test – may cause increased pressure on teachers to teach to the test, reduce instructional depth, and foster instruction targeted primarily toward students whose test scores are likely to improve, therefore causing teachers to avoid serving students and schools that are socioeconomically disadvantaged and, probably, high-performing students as well whose scores approach the ceiling effect of achievement assessments. Other criticisms related to using student achievement data in teacher evaluation include:

- Students' learning ability, home and peer influence, motivation, and other influences are powerful in affecting achievement. It is challenging to disentangle a teacher's impact from the influence of pre-existing student differences. Measures of student growth typically measure correlation, not causation. Consequently, achievement data cannot answer with precision the degree to which student learning is attributed to students, teachers, or

other factors.[i]

- The quality of student achievement data is uncertain. In order for a teacher to be accurately evaluated on the basis of his or her students' academic performance, it is crucial that the student performance assessment being used is high quality and comprehensive of what is being taught. Student performance measures must be valid, reliable, useful for diagnosis, stretchy enough to allow growth for both low- and high-performing learners, equitable and comparable.
- Student growth scores may provide teachers and administrators with information on their students' performance and identify areas where improvement is needed; however, they do not provide information on how to improve the actual teaching. In addition, teachers' student growth scores can change drastically from year to year or when a different model or test is used.
- Teachers perceive that the inclusion of student achievement data in evaluation systems lacks clarity and transparency. There are confusion and misinformation regarding the extent to which student growth contributes to teachers' overall evaluation score as well as the extent to which student growth models control for outside influences such as mobility and poverty.
- The integration of student achievement into evaluation is associated with teacher stress and job dissatisfaction. Also, educator collaboration is decreasing while competition is increasing since teachers are held accountable for the learning of students and do not want to release their students to the care of other professionals.

In spite of the controversies around including measures of student growth in teacher evaluation, many schools already have established the infrastructure of collecting, storing, and analyzing longitudinal student data. Student progress data can continue to serve as one source of evidence of teacher performance.

Virginia Law

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

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

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

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

Methods for Connecting Student Performance to Teacher Evaluation

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

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

It is important to understand that less than 30 percent of teachers in Virginia's public schools will have a direct measure of student academic progress available based on Standards of Learning assessment results. When the state-provided progress measure *is* available, it is important that the data be reviewed for accuracy and appropriateness before including in a teacher's performance evaluation. Guidance for applying progress table data to teacher performance evaluation is provided in Figure 4.3. It is important to recognize that, there must be additional measures for all teachers to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state, and to ensure that more than one measure of student academic progress can be included in all teacher's evaluations. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

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

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

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

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

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

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

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

Goal Setting for Student Achievement

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals - not just any goals, but goals set squarely on student performance - is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting* is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A value-added - or gain score - approach can be used that documents their influence on student learning. Simply put, a value-added assessment system can be summarized using the equation in Figure 4.4.

Figure 4.4: *Student Achievement Goal Setting Equation*

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

Why Student Achievement Goal Setting?

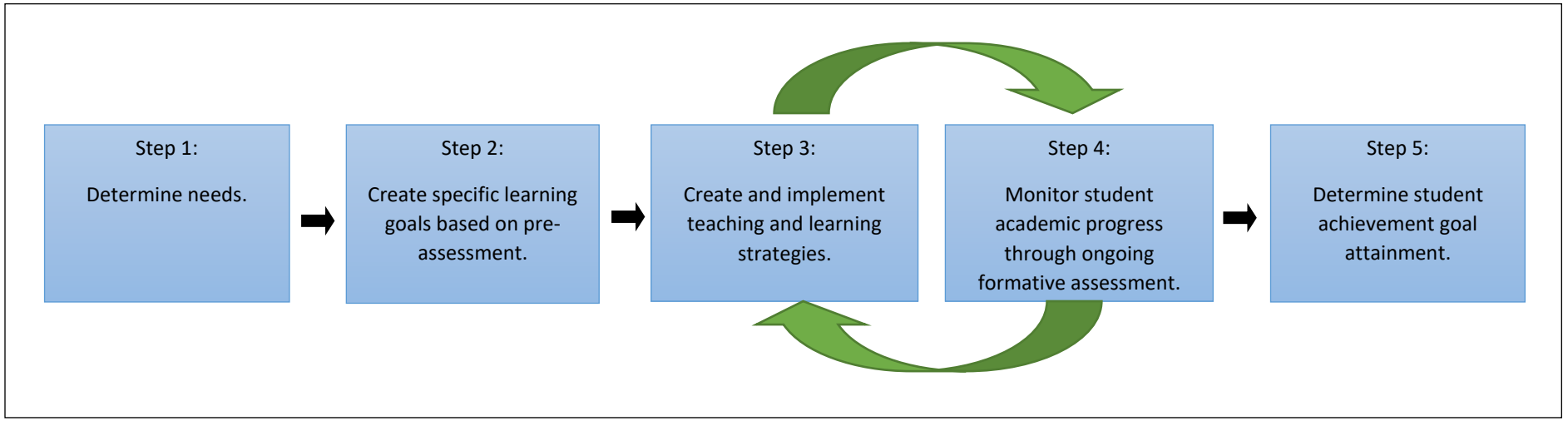
Teachers have a definite and powerful impact on student learning and academic performance. The purposes of goal setting include focusing attention on students and on instructional improvement based on a process of determining baseline performance, developing strategies for improvement, and assessing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

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

Goal Setting Process

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

Figure 4.5: *Student Achievement Goal Setting Process*



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

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

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

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

Developing Goals

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

Figure 4.6: *Acronym for Developing Goals*

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

Part V: Rating Teacher Performance

For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both interim and summative evaluations of teachers. While the site administrator has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the school, other administrators, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Interim Evaluation

An interim review, especially for probationary teachers, provides systematic feedback prior to the completion of a summative evaluation. The multiple data sources are used to compile a *Teacher Interim Performance Report* that indicates if a teacher has shown evidence of each of the performance standards. *Please note that the Teacher Interim Performance Report is used to document evidence of meeting the eight 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 (i.e., one-year for probationary teachers, three years for continuing contract teachers). The ratings for each performance standard are based on multiple data sources and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual teacher performance standards, and 2) how well they are performed.

Definitions of Ratings

Category	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: sustains high performance over a period of time consistently exhibits behaviors that have a strong positive impact on learners and the school climate serves as a role model to others
Effective	The teacher consistently meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: meets the requirements contained in performance standard exhibits behaviors that have a positive impact on student learning and the school climate demonstrates willingness to learn and apply new skills
Approaching Effective	The teacher's performance is inconsistent in meeting the established standard and/or working toward the school's mission and goals. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e. developing) or the teacher's performance is lacking in a particular area (i.e. needs improvement).	Developing/needs improvement performance: requires support in meeting the standards results in less than expected quality of student performance leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: does not meet the requirements contained in the performance standard results in minimal student learning may result in the employee not being recommended for continued employment

Performance Rubric

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative general description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness. Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. The rating of *Effective* is the expected level of performance and is written as the actual performance standard. Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision makers.

Performance Rubrics for Performance Standards

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

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

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

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

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

Performance Standard 2: Instructional Planning

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

Sample Performance Indicators

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

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

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

Performance Standard 3: Instructional Delivery
The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

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

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

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

Performance Standard 4: Assessment of and for Student Learning

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

Sample Performance Indicators

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

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

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

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

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

5.1 Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.
5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
5.3 Maximizes instructional time and minimizes disruptions.
5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
5.5 Encourages student engagement, inquiry, and intellectual risk-taking.
5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
5.8 Addresses student needs by working with students individually as well as in small groups or whole groups.
5.9 Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging.

Highly Effective	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	**The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.**	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

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

Sample Performance Indicators

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

6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.

6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Highly Effective	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.

Performance Standard 7: Professionalism

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

Sample Performance Indicators

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

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

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

Note: Performance Standard 8: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 8: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 8 and recommends that the evidence of progress be reviewed and considered throughout the year.

Performance Standard 8: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

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

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

Highly Effective	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.	**The work of the teacher results in acceptable, measurable, and appropriate student academic progress.**	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

Performance Rubrics and Summative Evaluation

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

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

In addition to receiving a diagnostic rating for each of the eight performance standards, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. The summative rating will reflect an overall rating of the employee.

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

Numbers will be applied to the rating scale:

Highly Effective = 4
Effective = 3
Approaching Effective = 2
Ineffective = 1

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

Regardless of the overall total points earned, three of more *Approaching Effective* ratings on individual performance standards will result in an overall rating of *Approaching Effective* or *Ineffective*. Similarly, one *Ineffective* rating on any one performance standard may result in an overall *Ineffective* rating.

Teacher Performance Standard	Weight
Standard 1	1.25
Standard 2	1.25
Standard 3	1.25
Standard 4	1.25
Standard 5	1.25
Standard 6	1.25
Standard 7	1.25
Standard 8	1.25

Performance Level Rating	Score Range
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

Part VI: Improving Teacher Performance

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

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

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

Figure 6.1: *Three Tools to Increase Professional Performance*

	Support Dialogue	**Plan for Growth**	**Performance Improvement Plan**
Purpose	For teachers who could benefit from targeted performance improvement OR who would like to systematically focus on her/his own performance growth.	For teachers whose work is in the *Approaching Effective* or *Ineffective* Categories	For teachers whose work is in the *Approaching Effective* or *Ineffective* Categories
Initiates Process	Evaluator or teacher	Evaluator	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/ other forms of documentation at the building/worksite level	Form Required: *Plan for Growth* Building/Worksite Level	Form Required: *Performance Improvement Plan* Building/Worksite Level Director/Superintendent/Human Resources is notified
Outcomes	• Sufficient improvement – no more support needed • Some improvement – continued support • Little or no progress -- the employee may be moved to an improvement plan	• Sufficient improvement -- recommendation to discontinue *Plan for Growth* • Inadequate improvement -- recommendation to be placed on	• Sufficient improvement -- recommendation to continue employment • Inadequate improvement -- recommendation to continue on

		Performance Improvement Plan or non-renew or dismiss the employee	*Performance Improvement Plan* or non-renew or dismiss the employee

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing teachers. The option for a *Support Dialogue* is open to any teacher who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the teacher's growth (see sample prompts in Figure 6.2) and decide when to meet again. After the agreed upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

Figure 6.2: *Sample Prompts*

Sample Prompts for the Initial Conversation

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

Sample Prompts for the Follow-Up Conversation

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

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

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

Plan for Growth and Performance Improvement Plan

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

- a teacher receives two or more "Not Evident" ratings at the interim review;
- a rating of *Approaching Effective* on two or more performance standards; or
- a rating of *Ineffective* on one or more performance standards or an overall rating of *Ineffective.*

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

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

Assistance may include:

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

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

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

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

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

Part VII: Teacher Evaluation Timelines and Deadlines

Probationary Teachers

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

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

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of:	
			Administrator	Teacher
By September 1	Review procedures for evaluation for employees who are scheduled for evaluation	*Teacher Performance Evaluation Handbook*	✓	✓
By September 30	Establish **Student Progress Goals** and **Professional Development Goals**	*Goal Setting for Student Progress Form* *Goal Setting for Professional Development*	✓ ✓	✓ ✓
By December 15	Summary of **Student Survey Feedback**	*Student Surveys and Student Survey Summary Form*		✓
By February 1	Mid-year review of **Student Progress Goals**	*Goal Setting for Student Progress Form*	✓	✓
By May 31	Submission of **Professional Development Logs** annual 12-hour requirement	*Professional Development Log*		✓
By May 31	• End of year review of **Student Progress Goals** • Review of **Teacher Documentation Logs** • **Hold Interim Performance Evaluation Conferences**	*Goal Setting for Student Progress Form* *Teacher Documentation Log* *Interim Performance Report*	✓ ✓ ✓	✓ ✓
Continuing contract teachers in years one and two of the evaluation cycle should be observed via informal and formal classroom observations and walk-throughs to support Interim Performance Evaluation.				

Continuing Contract Teachers in Year Three of the Evaluation Cycle

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of:	
			Administrator	Teacher
By September 1	Review procedures for evaluation for employees who are scheduled for evaluation	*Teacher Performance Evaluation Handbook*	✓	✓
By September 30	Establish **Student Progress Goals** and **Professional Development Goals**	*Goal Setting for Student Progress Form* *Goal Setting for Professional Development*	✓ ✓	✓ ✓
By November 1	Completion of first formal observation (at least 35 – 45 minutes) with post observation conference within four working days	*Observation Form*	✓	
By December 15	Summary of **Student Survey Feedback**	*Student Surveys and Student Survey Summary Form*		✓
By February 1	Mid-year review of **Student Progress Goals**	*Goal Setting for Student Progress Form*	✓	✓
By April 1	Completion of second formal observations (at least 35 – 45 minutes) with post observation conference within four working days	*Observation Form*	✓	
By May 31	Submission of **Professional Development Logs** annual 12-hour requirement	*Professional Development Log*		✓
By May 31	• End of year review of **Student Progress Goals** • Review of **Teacher Documentation Logs** • Hold **Summative Performance Evaluation Conferences**	*Goal Setting for Student Progress Form* *Teacher Documentation Log* *Summative Performance Report*	✓ ✓ ✓	✓ ✓
Continuing contract teachers in year three of the evaluation cycle must be formally observed at minimum of two (2) times with at least one (1) announced.				

All Evaluation Cycles

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

Part VIII: Sample Forms

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

Formal Classroom Observation Form

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

Teacher's Name	Date Observed	Time
Observer's Name	The teacher is: ☐ Probationary ☐ Continuing Contract	

1. Professional Knowledge

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

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

Comments:

2. Instructional Planning

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

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

Comments:

3. Instructional Delivery

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

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

Comments:

4. Assessment of and for Student Learning

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

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

Comments:

5. Learning Environment

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

- Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Encourages student engagement, inquiry, and intellectual risk-taking.
- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs by working with students individually as well as in small groups or whole groups.
- Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging.

Comments:

6. Culturally Responsive Teaching and Equitable Practices

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

- Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Comments:

7. Professionalism

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

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

Comments:

8. Student Academic Progress

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

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

Comments:

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Informal Observation Form

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

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

1. Professional Knowledge • Addresses relevant curriculum standards. • Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction. • Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. • Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology. • Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research. • Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels. • Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context. • Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.). • Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.	**Specific Examples:**
2. Instructional Planning • Analyzes and uses multiple sources of student learning data to guide planning. • Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge. • Consistently plans for differentiated instruction. • Reflects on plans after instructional delivery for future modifications. • Aligns lesson objectives to the school's curriculum and student learning needs. • Develops appropriate course, unit, and daily plans, and adapts plans when needed. • Plans and works collaboratively with others to enhance teaching and learning. • Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.	**Specific Examples:**
3. Instructional Delivery • Builds upon students' existing knowledge and skills. • Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. • Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure. • Develops higher-order thinking through questioning and problem-solving activities. • Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.	**Specific Examples:**

• Provides remediation, enrichment, and acceleration to further student understanding of material and learning. • Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting. • Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.	
4. Assessment of and for Student Learning • Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. • Involves students in setting learning goals and monitoring their own progress. • Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual). • Uses research-based questioning techniques to gauge student understanding. • Collaborates with others to develop common assessments, when appropriate. • Aligns student assessment with established curriculum standards and benchmarks. • Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports. • Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress. • Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.	**Specific Examples:**
5. Learning Environment • Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment. • Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly. • Maximizes instructional time and minimizes disruptions. • Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Encourages student engagement, inquiry, and intellectual risk-taking. • Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs. • Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual. • Addresses student needs by working with students individually as well as in small groups or whole groups. • Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging.	**Specific Examples:**

6. Culturally Responsive Teaching and Equitable Practices • Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups. • Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities. • Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students. • Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners. • Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities. • Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities). • Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.	**Specific Examples:**
7. Professionalism • Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements. • Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance). • Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. • Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices. • Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills. • Engages in activities outside the classroom intended for school and student enhancement. • Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success. • Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress. • Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff. • Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.	**Specific Examples:**

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

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

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Student Surveys

Grades 1-2 Student Survey

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

Teacher		School Year		
	Example: I ride a school bus to school.			
1.	My teacher knows a lot about what he or she is teaching.			
2.	My teacher is ready to teach every day.			
3.	My teacher makes learning interesting.			
4.	My teacher explains things so I understand.			
5.	My teacher uses different ways to help me learn.			
6.	My teacher helps me when learning is hard.			
7.	I can do the work my teacher gives me.			
8.	My teacher knows what I do well.			
9.	My teacher lets my parents know how I am doing in school.			
10.	I can ask and answer questions in my class.			
11.	I know what the rules are in my class.			

12.	I am happy when I am in class.			
13.	I learn new things in my class.			
14.	My teacher is eager to learn new things.			
15.	My teacher listens to me.			
16.	My teacher makes learning on the computer fun.			
17.	My teacher knows how to teach class through the computer.			
18.	My teacher shows me how to do activities on the computer.			
19	My teacher teaches us about people who do not look like me.			

Grades 3-5 Student Survey

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

Teacher's Name	School Year	Class Period

		YES	SOMETIMES	NO
	Example: I like listening to music.	☐	☐	☐
1.	My teacher knows a lot about what is taught.	☐	☐	☐
2.	My teacher is prepared and ready for teaching every day.	☐	☐	☐
3.	My teacher explains things so I understand.	☐	☐	☐
4.	My teacher makes class interesting and challenging.	☐	☐	☐
5.	My teacher uses different ways to teach and help me learn.	☐	☐	☐
6.	I am able to do the work my teacher gives me.	☐	☐	☐
7.	My teacher allows me to show my learning in a variety of ways.	☐	☐	☐
8.	My teacher lets my parents know how I am doing in school.	☐	☐	☐
9.	My teacher returns my work with helpful comments on it.	☐	☐	☐
10.	My teacher makes it okay for me to ask questions when I don't understand something.	☐	☐	☐
11.	My teacher shows respect to all students.	☐	☐	☐
12.	I know what the rules are in my class.	☐	☐	☐
13.	I learn new things in my class.	☐	☐	☐
14.	My teacher is enthusiastic and eager to learn.	☐	☐	☐
15.	My teacher listens to me.	☐	☐	☐
16.	My teacher makes learning online enjoyable.	☐	☐	☐
17.	My teacher explains how to use technology appropriately.	☐	☐	☐
18.	My teacher is helpful with online lessons and my learning.	☐	☐	☐
19	My teacher provides books and learning materials that include people from different cultures.	☐	☐	☐

Grades 6-8 Student Survey

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

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

Teacher's Name	School Year	Class Period

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

		Strongly Disagree	Disagree	Agree	Strongly
16.	My teacher explains things so I understand.	1	2	3	4
17.	My teacher makes class interesting and challenging.	1	2	3	4
18.	My teacher uses different ways to teach and help me learn.	1	2	3	4
19.	My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.	1	2	3	4
20.	My teacher handles classroom disruptions well.	1	2	3	4
21.	My teacher encourages me to use a variety of online resources.	1	2	3	4
22.	My teacher has routines and procedures for our online class.	1	2	3	4
23.	My teacher handles online disruptions well.	1	2	3	4
24.	My teacher helps me appreciate different cultures.	1	2	3	4

Grades 9-12 Student Survey

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

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

Teacher's Name	School Year	Class Period

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

		Strongly Disagree	Disagree	Agree	Strongly Agree
18.	helps me reach my potential.	1	2	3	4
19	assigns relevant homework.	1	2	3	4
20.	communicates honestly with me.	1	2	3	4
21.	allows me to demonstrate my learning in a variety of ways.	1	2	3	4
22.	makes class interesting and challenging.	1	2	3	4
23.	is approachable and listens to me.	1	2	3	4
24.	shares feedback about my learning progress with me and my parents/caregivers.	1	2	3	4
25.	demonstrates an appreciation of students' cultural diversity.	1	2	3	4

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

Directions: Teachers may use this cover sheet to list the evidence they are submitting for each performance standard as well as any reflections on the artifact.

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

Performance Standard	Evidence Included	Teacher Reflection Comments	Administrator Feedback
Professional Knowledge			
Instructional Planning			
Instructional Delivery			
Assessment of/for Student Learning			
Learning Environment			
Culturally Responsive Teaching and Equitable Practices			
Professionalism			

Performance Standard	Evidence Included	Teacher Reflection Comments	Administrator Feedback
Student Academic Progress			

Parent Communication Log

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

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

Professional Development Log

_____ _____ _____

Last First Middle Year Employee ID #

_____ _____

Work Location Position

Professional Development Plan | Complete this section by October 15.

Goals	Professional Development Activity

Professional Development Documentation | Complete this section by June 1.

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

_____ _____

Employee's Signature Date

_____ _____

Administrator's Signature Date

Teacher Self-Evaluation Form

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

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

1. Professional Knowledge

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

Areas of strength:

Areas needing work/strategies for improving performance:

2. Instructional Planning

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

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery

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

Areas of strength:

Areas needing work/strategies for improving performance:

4. Assessment of/for Student Learning

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

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

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

Areas of strength:

Areas needing work/strategies for improving performance:

6: Culturally Responsive Teaching and Equitable Practices

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

Areas of strength:

Areas needing work/strategies for improving performance:

7. Professionalism

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

Areas of strength:

Areas needing work/strategies for improving performance:

8. Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:

Goal Setting for Student Academic Progress Form

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

Last	First	Middle	Year	Employee ID #

Work Location	Position

Initial Goal Submission

I. Setting Describe the population and special learning circumstances.	
II. Content/Subject/Field Area The area/topic addressed based on learner achievement, data analysis, or observational data	
III. Baseline Data What does the current data show?	☐ *Data attached*
IV. Goal Statement Describe what you want learners/program to accomplish.	
V. Means for Attaining Goal (Strategies used to accomplish the goal)	

Strategy	Evidence	Target Date

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

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

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

VII. End-of-Year Review

☐ **Appropriate Data Received**

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

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Probationary Teacher Interim Performance Report

Last	First	Middle	Year	Employee ID #

Work Location	Position

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

Strengths:

Areas of Improvement:

Support:

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Teacher Summative Performance Report

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

Last	First	Middle	Year	Employee ID #

Work Location	Position

Contract Status: ☐ Probationary ☐ Continuing Contract

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

1. Professional Knowledge

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	(3) Effective *Effective is the expected level of performance.*	(2) Approaching Effective	(1) Ineffective
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.
☐	☐	☐	☐

2. Instructional Planning

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	(3) Effective *Effective is the expected level of performance.*	(2) Approaching Effective	(1) Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student

design relevant lessons that challenge and motivate all students.	and research-based strategies and resources to meet the needs of all students.	data, and/or research-based strategies and resources to meet the needs of all students.	data, and/or research-based strategies and resources to meet the needs of all students.
☐	☐	☐	☐

3. Instructional Delivery

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	**(3) Effective** *Effective is the expected level of performance.*	**(2) Approaching Effective**	**(1) Ineffective**
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.
☐	☐	☐	☐

4. Assessment of/for Student Learning

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	**(3) Effective** *Effective is the expected level of performance.*	**(2) Approaching Effective**	**(1) Ineffective**
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students,	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

using assessment to impact student learning.	parents/caregivers, and other educators, as needed.	providing timely feedback.	
☐	☐	☐	☐

5. Learning Environment

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	(3) Effective *Effective is the expected level of performance.*	(2) Approaching Effective	(1) Ineffective
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.
☐	☐	☐	☐

6. Culturally Responsive Teaching and Equitable Practices

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	(3) Effective *Effective is the expected level of performance.*	(2) Approaching Effective	(1) Ineffective
The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and	The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.

mutual respect; and utilizes data informed strategies to support academic achievement for all students.			
☐	☐	☐	☐

7. Professionalism

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	**(3) Effective** *Effective is the expected level of performance.*	**(2) Approaching Effective**	**(1) Ineffective**
The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.
☐	☐	☐	☐

8. Student Academic Progress

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

(4) Highly Effective *In addition to meeting the requirements for Effective...*	**(3) Effective** *Effective is the expected level of performance.*	**(2) Approaching Effective**	**(1) Ineffective**
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all	The work of the teacher does not achieve acceptable student academic progress.

☐	☐	populations taught by the teacher. ☐	☐

Overall Evaluation Summary:

☐ Highly Effective

☐ Effective

☐ Approaching Effective

☐ Ineffective

☐ Recommended for placement on a Performance Improvement Plan.
(One or more standards are Ineffective, or two or more standards are Approaching Effective.)

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