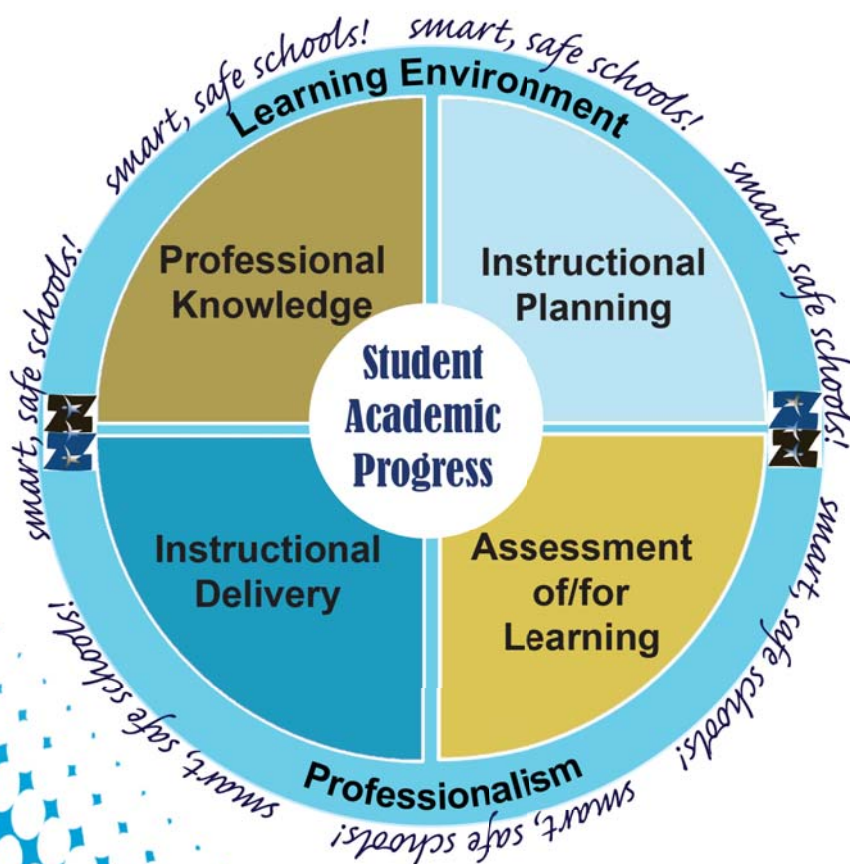


NEWPORT NEWS



PUBLIC SCHOOLS

# TEACHER DEVELOPMENT & EVALUATION HANDBOOK



*College, Career & Citizen-Ready!*

## Table of Contents

### **Part 1: Introduction**

[Purpose](#)

### **Part 2: Standards of Effective Teaching**

[Performance Standards](#)

[Sample Performance Indicators](#)

### **Part 3: Teacher Development and Evaluation Process**

[Teacher Development and Evaluation Activities](#)

[Teacher Development and Evaluation Timeline](#)

### **Part 4: Documenting Performance**

[Multiple Evidence of Teacher Performance](#)

[Teacher Reflection and Self-Assessment and Professional Development Plan](#)

[Observations](#)

[Student Surveys](#)

[Student Academic Progress](#)

[Goal Setting for Student Progress](#)

[Teacher-Selected Evidence of Student Progress](#)

### **Part 5: Rating Teacher Performance**

[Performance Ratings](#)

[Performance Rubrics](#)

### **Part 6: Making Summative Decisions**

[Summative Ratings](#)

[Weight of Each Standard in Determining the Single Summative Rating](#)

[Single Summative Evaluation Rating](#)

### **Part 7: Improving Professional Performance**

[Professional Development Plan](#)

[Performance Improvement Plan](#)

[Implementation of Performance Improvement Plan](#)

[Resolution of Performance Improvement Plan](#)

### **Part 8: Forms**

[Reflective Questions for the Standards of Effective Teaching](#)

[Reflection and Self-Assessment Form](#) (Optional)

[Professional Development Plan](#)

[Goal Setting for Student Progress](#)

[PK-2 Student Survey](#)

[3-5 Student Survey](#)

[6-12 Student Survey](#)

[Student Survey Summary](#)

[Dialogue Guide for Administrators](#)

[Teacher Observation Form A](#)

[Teacher Observation Form B](#)

[Teacher Observation Form C](#)

[Teacher Observation Form D](#)

[Teacher Mid-Year Performance Summary](#)

[Performance Improvement Plan](#)

[Performance Improvement Plan Progress Report](#)

[Teacher Summative Evaluation Report](#)

## PART 1: INTRODUCTION

Researchers, policy makers, and educational practitioners have conducted careful analysis of the variables affecting educational outcomes. The teacher has proven time and again to be the most influential school-related force in student achievement.

Teacher evaluation matters because teaching matters. Evaluation systems must be of high quality and acknowledge the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population. In Newport News Public Schools we focus on one mission: ensuring that all students graduate *college, career and citizen-ready*. The experiences in our schools prepare students for their roles as learners, future employees, and contributing citizens in the 21<sup>st</sup> century. A good evaluation process provides teachers with the support, recognition, and guidance they need to ensure that students learn and apply *College, Career and Citizen-Ready Skills* in a variety of contexts.

### College, Career and Citizen-Ready Skills

**Information Literacy:** Use an inquiry process to locate, evaluate and use sources based on accuracy, authority, and point of view to explore a question/topic and synthesize and share findings and give appropriate credit/citation

**Communication:** Select and use appropriate format to effectively engage the target audience in a topic, point of view, argument and/or creative work

**Critical Thinking:** Analyze and evaluate information, ideas, or objects to develop a point of view, make predictions, or draw inferences

**Problem-Solving:** Identify and define a problem-situation and work through a procedure to determine viable and appropriate solutions and next steps and carry out as applicable

**Creativity and Innovation:** Generate and develop ideas, solutions and connections to create something original/novel that is meaningful or useful

**Social Responsibility:** Contribute to the improvement of the local, national, or global community by making decisions/taking actions to enhance the welfare of society in an ethical manner

**Collaboration:** Work with others by sharing responsibility and critically examining knowledge and ideas to build consensus in order to achieve an objective

**Initiative and Self-Direction:** Independently select area of focus, develop achievable goals, organize and carry out plan, and seek feedback to achieve goals within designated timelines

A meaningful evaluation process 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 primary purposes of the NNPS Teacher Development & Evaluation Process (TDEP) are to:

- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- contribute to successful achievement of the benchmarks defined in our Academic Agenda,
- provide a basis for instructional improvement and professional growth, and
- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

## **PART 2: STANDARDS OF EFFECTIVE TEACHING**

Clearly defined professional responsibilities constitute the foundation of the TDEP. 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**

Performance standards refer to the major duties performed. There are seven performance standards for all teachers.

#### **Performance Standard 1: Professional Knowledge**

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

#### **Performance Standard 2: Instructional Planning**

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

#### **Performance Standard 3: Instructional Delivery**

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

#### **Performance Standard 4: Assessment of and for Student Learning**

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

#### **Performance Standard 5: Learning Environment**

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

#### **Performance Standard 6: Professionalism**

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

#### **Performance Standard 7: Student Academic Progress**

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

## Sample Performance Indicators

A set of sample performance indicators has been developed to provide examples of observable, tangible behaviors for each standard of effective teaching. The sample performance indicators are *examples* of the types of performance that will occur if a standard is being successfully met. ***The list of sample performance indicators is not limited and all teachers are not expected to demonstrate each performance indicator.***

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. The sample performance indicators help teachers and their evaluators clarify job expectations. All sample performance indicators may not be applicable to a particular work assignment. ***Ratings are NOT made at the performance indicator level, but at the performance standard level.***

### 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:*

- Demonstrates accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to connect present content with past and future learning experiences, other subjects, real-world experiences, and applications.
- Bases instruction on goals that reflect high expectations and understanding of the subject.
- Demonstrates knowledge and understanding of students' physical, social, emotional, and cognitive development.
- Understands how family and community values, language, and culture influence learning.

### Performance Standard 2: Instructional Planning

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

#### Sample Performance Indicators

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

- Uses student learning data to guide planning.
- Develops plans that are clear, logical, sequential, and integrated across the curriculum.
- Demonstrates the ability to select and refine existing materials and to create new materials when necessary that are challenging, engaging, and reflect the cultural diversity of the school, community, nation, and world.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction to meet the needs of all students.
- Plans relevant lessons that reflect high expectations.
- Develops appropriate long- and short-range plans and adapts plans as needed.

**Performance Standard 3: Instructional Delivery**

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

**Sample Performance Indicators**

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

- Provides learning experiences that engage, challenge, motivate, and actively involve students.
- Demonstrates ability to engage and maintain students' attention.
- Delivers instruction in a culturally, linguistically, and gender-respectful manner.
- Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.
- Uses instructional technology, materials, and resources to enhance student learning.
- Provides students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.
- Differentiates instruction to meet students' needs.
- Engages students in individual work, cooperative learning, and whole group activities as appropriate.

**Performance Standard 4: Assessment for/of Learning**

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

**Sample Performance Indicators**

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

- Uses pre-assessment data to develop expectations for students, differentiate instruction, and document learning.
- Develops tools and guidelines that help students set learning goals and assess, monitor, and reflect on their own work.
- Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.
- Uses grading practices that report final mastery in relationship to content goals and objectives.
- Provides ongoing, timely, and specific feedback to students on their learning.
- Provides timely feedback to parents/guardians regarding student progress.
- Reteaches material and/or accelerates instruction based on assessments.

**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:*

- Establishes and maintains relationships with students to promote rapport and engagement.
- Creates and maintains a physical setting that maximizes learning time and promotes learning and safety.
- Involves students in establishing clear expectations for classroom rules, routines, and procedures.
- Establishes a climate of trust and teamwork by being consistent, fair, caring, and attentive.
- Models courtesy, active listening, and enthusiasm for learning.
- Fosters an appreciation of diversity, including language, culture, race, gender, and special needs.
- Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills.

**Performance Standard 6: Professionalism**

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

**Sample Performance Indicators**

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

- Works in a collegial and collaborative manner with the school, the division, and the community to promote students' well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication.
- Collaborates with colleagues and seeks opportunities to develop skills by working with lead teachers, instructional coaches, specialists, and administrators.
- Reflects on and identifies areas of personal strength and weakness related to professional skills and their impact on student learning.
- Sets goals for improvement of performance, seeks opportunities, and incorporates learning into instructional practice.
- Engages in activities outside the classroom intended for school and student development.
- Demonstrates clear and appropriate oral and written English in all communication.
- Adheres to federal and state laws, school and division policies, and ethical guidelines.



**Performance Standard 7: Student Academic Progress**

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

**Sample Performance Indicators**

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

- Collaborates with colleagues in order to improve students' performance.
- Sets measurable and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence of timely and appropriate intervention strategies for students not making adequate progress.
- Provides evidence of progress toward achievement goals.
- Uses available data to continually document and communicate student progress and adjust interim achievement goals.

## PART 3: TEACHER DEVELOPMENT & EVALUATION PROCESS

The table below outlines the teacher development and summative evaluation process for probationary teachers and teachers who have earned a continuing contract. Probationary teachers will participate in the summative evaluation process each year. Teachers who have earned a continuing contract will participate in the summative evaluation process every three years. Additionally, when deemed necessary, an administrator may place a teacher on summative evaluation.

<b>Teacher Development &amp; Evaluation Activities</b>		
	<b>Probationary Teachers &amp; Continuing Contract Teachers on Summative Evaluation</b>	<b>Continuing Contract Teachers Year 1 &amp; 2 of Three-Year Evaluation Cycle</b>
<b>Reflection &amp; Self-Assessment</b>	Yes	Yes
<b>Professional Development Plan</b>	Yes	Yes
<b>Beginning-of-Year Administrator/Teacher Conference</b>	Yes	Optional: At the administrator's discretion, this review may be conducted through grade level teams, content teams, department meetings, a staff meeting, or in another format that promotes discussion, collegiality, and reflection.
<b>Observations</b>	Yes Minimum of 3 observations conducted prior to the end of the first quarter and the beginning of the third and fourth quarters.	Yes Minimum of 1 observation conducted prior to the beginning of the fourth quarter.
<b>Goal Setting for Student Progress</b>	Yes	Yes
<b>Mid-Year Administrator/Teacher Conference</b>	Yes	Optional: At the administrator's discretion, this review may be conducted through grade level teams, content teams, department meetings, a staff meeting, or in another format that promotes discussion, collegiality, and reflection.
<b>Student Surveys</b>	Yes	Yes
<b>Summative Evaluation/End-of-Year Administrator/Teacher Conference</b>	Yes	Optional: At the administrator's discretion, this review may be conducted through grade level teams, content teams, department meetings, a staff meeting, or in another format that promotes discussion, collegiality, and reflection.
<b>Summative Evaluation Report</b>	Yes	No

## Teacher Development & Evaluation Timeline

Year-Long Classes	TEACHER DEVELOPMENT & EVALUATION ACTIONS	Semester-Long Classes (teachers choice either semester 1 or 2)	
		Semester 1	Semester 2
		PRIOR TO:	
<b>PRIOR TO: September 20</b>	<ul style="list-style-type: none"> <li>Administrator informs all teachers of the NNPS Standards of Effective Teaching and notifies teachers who are scheduled for a summative evaluation</li> </ul>	<b>September 20</b>	
<b>October 15</b>	<ul style="list-style-type: none"> <li>Teacher administers division baseline assessment, analyzes data, and establishes student progress goal</li> <li>Grade level/teams create and implement teaching and learning strategies based on student progress goal</li> <li>Teacher reflects and self-assesses to begin a professional development plan</li> </ul>	<b>September 25</b>	<b>February 15</b>
<b>End of 1<sup>st</sup> MP</b>	<ul style="list-style-type: none"> <li>Administrator meets with all probationary teachers and teachers on summative to review baseline data, student progress goal, and teaching and learning strategies.</li> <li>Professional Development Plan may be discussed as well. (This may be done in a group setting.)</li> </ul>	<b>October 1</b>	<b>February 28</b>
	<ul style="list-style-type: none"> <li>Administrator conducts teacher observations and provides group and/or individual feedback.</li> </ul>	<b>November 5</b>	
<b>January 30</b>	<ul style="list-style-type: none"> <li>Teacher conducts student survey &amp; completes student survey summary</li> </ul>	<b>November 5</b>	<b>March 30</b>
<b>February 5</b>	<ul style="list-style-type: none"> <li>Teacher administers mid-year assessment                             <ul style="list-style-type: none"> <li>Analyze student data</li> <li>Update Goal Setting &amp; Student Progress Form</li> <li>Update Professional Development Plan</li> </ul> </li> </ul>	<b>(N/A for semester courses)</b>	<b>(N/A for semester courses)</b>
<b>Beginning of 3<sup>rd</sup> MP</b>	<ul style="list-style-type: none"> <li>Administrator conducts observation of all probationary teachers and teachers on summative and provides individual feedback as part of the summative process</li> </ul>	<b>February 15</b>	
<b>February 28</b>	<ul style="list-style-type: none"> <li>Administrator meets with all probationary teachers and teachers on summative to discuss the mid-year teacher performance report by reviewing:                             <ul style="list-style-type: none"> <li>Goal Setting for Student Progress activities (N/A for semester courses)</li> <li>Professional Development Plan</li> <li>Student Summary Survey</li> </ul> </li> </ul>	<b>November 25</b>	<b>May 5</b>
<b>Beginning of 4<sup>th</sup> MP</b>	<ul style="list-style-type: none"> <li>Administrator conducts observation of all teachers (summative and non-summative) and provides individual feedback</li> </ul>	<b>April 15</b>	
<b>June 5</b>	<ul style="list-style-type: none"> <li>Teacher administers post-assessment, analyzes data, and determines student progress</li> </ul>	<b>January 25</b>	<b>June 5</b>
<b>Summative evaluation conference</b>	<ul style="list-style-type: none"> <li>Teacher prepares for summative conference by completing the <i>Professional Development Plan</i>, <i>Goal Setting for Student Progress Form</i>, and gathering evidence of choice</li> </ul>	<b>Summative evaluation conference</b>	
<b>Last contract day</b>	<ul style="list-style-type: none"> <li>Administrator conducts summative evaluation conferences for all probationary teachers and teachers on summative</li> </ul>	<b>Last contract day</b>	

## PART 4: DOCUMENTING PERFORMANCE

There are three items that must be maintained by the teacher and available during conferences with the administrator. These documents provide administrators with information they likely would not receive in an observation.

- Professional Development Plan
- Goal Setting and Student Progress Form
- Student Survey Summary

Other evidence may be shared by the teacher or requested by the administrator to provide evidence of the teacher's performance related to specific Standards of Effective Teaching. The emphasis is on the quality of work, not the quantity of materials presented.

### *Multiple Evidence of Teacher Performance*

Standard	Required Item/Action	Examples of Evidence or Artifacts
1. Professional Knowledge	Reflection and Self-Assessment	May include: <ul style="list-style-type: none"><li>• Evidence that demonstrates implementation of learning from coursework or professional development</li><li>• Annotated list of instructional activities</li><li>• Lesson/intervention plan</li><li>• Journals/notes that represent reflective thinking and professional growth</li><li>• Samples of innovative approaches developed by teacher</li></ul>
2. Instructional Planning	Goal Setting and Student Progress Form – to include impact of student data on planning	May include: <ul style="list-style-type: none"><li>• Differentiation in lesson planning and practice</li><li>• Analysis of classroom assessment to guide planning</li><li>• Data driven curriculum revision work</li></ul> Examples: <ul style="list-style-type: none"><li>○ Sample lesson or unit plan, annotated learning objectives</li><li>○ Course syllabus</li><li>○ Intervention plan</li><li>○ Substitute lesson plan</li></ul>
3. Instructional Delivery	Observations	May include: <ul style="list-style-type: none"><li>• Annotated photographs of class activities</li><li>• Handouts or sample work</li><li>• Video/audio clips of instructional delivery</li></ul>
4. Assessment of and for Student Learning	Goal Setting and Student Progress Form – to include use of baseline and periodic assessments	May include: <ul style="list-style-type: none"><li>• Samples of baseline and progress monitoring assessments given</li><li>• Samples of both formative and summative assessment</li><li>• Graphs or tables of student results</li><li>• Scoring rubrics</li><li>• Student work with written comments</li><li>• Educational reports, progress reports, or letters prepared for parents or students</li><li>• Disaggregated analysis of student achievement scores on standardized tests</li><li>• Copy of students' journals of self-reflection and self-monitoring</li></ul>

5. Learning Environment	Student Survey Summary, Observations	May include: <ul style="list-style-type: none"> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> <li>• Photographs or video with explanation of how space is organized to promote learning</li> </ul>
6. Professionalism	Professional Growth Plan	May include: <ul style="list-style-type: none"> <li>• Parent Communication Log</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Copy of classroom newsletter or other parent information documents</li> <li>○ Sample copy of interim reports</li> </ul> <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of focused professional development taken or given with indication of the changes in practice due to the learning</li> <li>• Examples of collaborative work with peers</li> </ul>
7. Student Academic Progress	Goal Setting and Student Progress Form	Goal Setting and Student Progress Form – Revised at midterm and end of year

## Teacher Reflection and Self-Assessment and Professional Development Plan

Each year, NNPS teachers are asked to formally reflect on their competency with the Standards of Effective Teaching and their ability to integrate *College, Career and Citizen-Ready Skills* into instruction to provide meaningful application opportunities for students. This self-assessment is the platform to drive professional growth. Teachers may opt to use the [Teacher Reflection and Self-Assessment](#) form as a guide for personal reflection. The resource, *Reflective Questions for the Standards of Effective Teaching*, serves a guide through the reflection process.

Following the independent self-assessment, teachers complete the [Professional Development Plan](#). (Note: The *Teacher Reflection and Self-Assessment* form can help drive the *Professional Development Plan*, but its formal completion is not required. It is used at the teacher's discretion when completing the *Professional Development Plan*.) The Professional Development Plan should be structured around one or more standards for focused attention and development during the coming school year. All teachers complete the Professional Development Plan by **October 15** of each year. The teacher assumes responsibility for implementing, updating, monitoring, and reflecting on the *Professional Development Plan*.

While the development and implementation of the *Professional Development Plan* is intended to be a teacher-driven process, it can also be used by the administrator to facilitate discussions with teachers regarding areas of concern. [See section 7: Improving Professional Performance](#) for additional information.

## Observations

The Teacher Development and Evaluation Evidence Forms [A](#), [B](#), [C](#), and [D](#) may be used to provide targeted feedback on teachers' performance related to the standards of effective teaching: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, and Learning Environment. Additional observation forms may be used at the administrator's discretion, to include walkthrough forms with informal feedback.

Probationary teachers and continuing contract teachers in their summative evaluation year will be observed before the end of the first quarter, and prior to the beginning of the third and fourth quarters, for a minimum of three observations.

Teachers employed under a continuing contract and not in their summative evaluation year will be observed at least once per year, prior to the beginning of the fourth quarter.

Additional observations for any staff member will be at the administrator's discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. The administrator provides written feedback about the observation through a post-observation conference with the teacher.

After each required observation, one copy of the feedback will be given to the teacher and one copy will be maintained by the administrator for the entire evaluation cycle.

The [Dialogue Guide for Administrators](#), located in the forms section of this handbook, provides sample questions and conversation starters that administrators may adapt to use during conferences with teachers.

## Student Surveys

The purpose of the student survey is to collect information that will help teachers reflect on their practice by providing feedback for growth and development.

There are three versions of the student survey designed to reflect developmental differences in students' ability to provide useful feedback to their teachers: [PK-2](#), [3-5](#), [6-12](#). At the teacher's discretion, questions may be modified and/or added to the survey. A teacher-created survey may be substituted. The student surveys and the accompanying [Survey Summary Sheet](#) provide a unique form of feedback by asking for students' perceptions regarding the class. All surveys are completed anonymously to promote honest feedback.

Teachers will administer the surveys by **January 30** to at least one class. At the teacher's discretion, surveys may be administered to additional classes and/or multiple times during the school year.

The teacher retains sole access to the results of the student surveys. The teacher will include a summary of the student survey data to share during the mid-year or summative evaluation conference (see [Survey Summary Sheet](#)).

## Student Academic Progress

Student academic progress is used to inform teacher evaluation because one of the most direct measures of teacher quality is student success. Research strongly supports that effective teachers lead to higher student achievement. For this reason, the process of measuring and documenting student academic progress is closely aligned to teacher self-reflection and professional development.

Newport News Public Schools has a two-pronged approach to measuring and documenting student academic progress. When documenting and rating performance for Standard 7: Student Academic Progress, administrators and teachers will review student progress as evidenced by multiple measures.

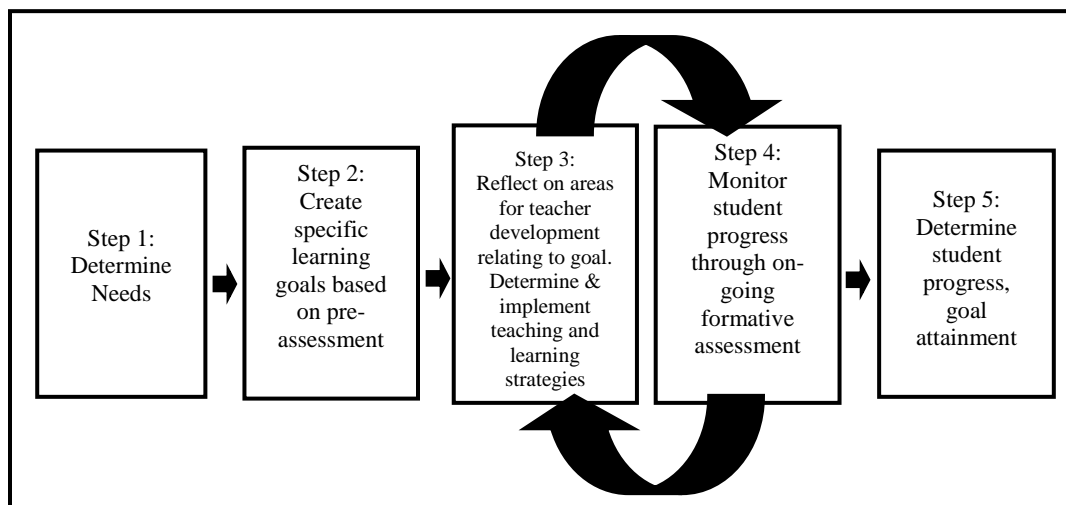
1. *College, Career and Citizen-Ready Skills* will be measured using the NNPS goal setting for student progress procedures. Common curriculum-based performance assessments, scoring rubrics, and student progress goals serve as the foundation for this process. The process is recorded on the [Goal Setting for Student Progress Form](#).
2. Teachers will select additional student assessment measures to document evidence of student progress. Administrators and teachers will review student progress as evidenced by multiple measures.

## Goal Setting for Student Progress

All teachers complete the goal setting process with one class, subject or course each school year. Administrators meet individually with probationary teachers and teachers in their summative year to discuss goal setting at the beginning of the year, mid-year, and end-of-year. It is recommended that administrators meet with those teachers not in their summative year to review the goal setting process throughout the year. At the administrator's discretion, this review may be conducted through grade level teams, content teams, department meetings, a staff meeting, or in another format that promotes discussion, collegiality, and reflection.

Goal setting for student progress involves five steps.

### *Student Achievement Goal Setting Process*



## Step 1: Determine Needs

Division-wide common performance assessments have been developed and designed to measure the application of [College, Career and Citizen-Ready Skills](#) within the context of a variety of subject areas. Teachers use the baseline assessment and accompanying scoring rubric to determine initial student performance and to identify instructional needs.

## Step 2: Create Specific Learning Goals Based on Pre-Assessment

The department of Curriculum & Development has generated draft learning goals based on division-wide common performance assessments. These draft goals serve as a template or basis for class goals written by the teacher based on student performance. In some cases, the teacher and administrator will work together to agree on alternate goals based on student needs. In addition, short term or individualized student goals are an option for special education classes or classes in which fewer than 10 students are enrolled.

Specific learning goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to assess a goal's feasibility and worth.

<b>Specific</b>	The goal is focused by content area and learners' needs.
<b>Measurable:</b>	An appropriate instrument/measure is selected to assess the goal.
<b>Appropriate:</b>	The goal is clearly related to the role and responsibilities of the teacher.
<b>Realistic:</b>	The goal is attainable. It should stretch the outer bounds of what is realistic.
<b>Time-bound:</b>	<b>The goal is contained to a single school year.</b>

Teachers record the learning goal in **section 2** of the *Goal Setting for Student Progress* form by **October 15**.

## Step 3: Create and Implement Teaching and Learning Strategies

Teaching and learning strategies are the link between the written learning goal and goal attainment. Strategies are how learning and student progress happen. It is for this reason that strategies should be specific to the goal, supported by research, developmentally appropriate, and relevant to the content area. For each strategy, the teacher should monitor evidence of its effectiveness and note related target dates if applicable. As teachers reflect on their instructional practice, they should look for patterns of strengths and weaknesses related to the nature of the student learning goal. The reflection and self-assessment provide information that will drive the selection of learning strategies and professional development activities.

Teachers record teaching strategies, necessary resources, evidence, and target dates in **section 3** of the [Goal Setting for Student Progress](#) form by **October 15**.

Administrators meet individually with probationary teachers and teachers in their summative year to discuss steps 1-3 of *Goal Setting for Student Progress* by **October 15**. It is recommended that administrators meet with the teachers who are not in their summative year to review steps 1-3. At the administrator's discretion, this review may be conducted through grade



level teams, content teams, department meetings, a staff meeting, or in another format that promotes discussion, collegiality, and reflection.

#### **Step 4: Monitor Student Progress**

The relationship between steps 3 and 4 is cyclical in that student progress is monitored, and adjustments are made on a daily, weekly, or quarterly basis. In goal setting for student progress, there is a focus on a formal review of goal progress at mid-year. Teachers will administer a division-wide common mid-year formative assessment and review student data and current teaching strategies prior to **January 30**.

Teachers record mid-year assessment results in **section 4** of the [\*Goal Setting for Student Progress\*](#) form by **January 30**. Adjustments to teaching and learning strategies are also recorded in **section 4**.

Administrators will schedule and hold a mid-year review of progress for all probationary teachers and teachers in their summative year. Teachers and administrators will collaborate to review and revise teaching strategies as necessary based on formative data. The mid-year review should be held by **February 28**. It is the principal's responsibility to establish the format and select the time of the review. It is recommended that administrators meet with teachers not in their summative year to review student progress. At the administrator's discretion, this review may be conducted through grade level teams, content teams, department meetings, a staff meeting, or in another format that promotes discussion, collegiality, and reflection.

#### **Step 5: Determine Student Progress**

The last step in the goal setting process is determining whether students have improved and whether the teacher has met the established learning goal.

By **June 7**, teachers are responsible for administering the end-of-the-year division-wide common performance assessment and for analyzing data to determine student progress in relation to the learning goal. Teachers record the end-of-year results and future impacts on instruction in **section 5** of the [\*Goal Setting for Student Progress\*](#) form and submit to administrator.

By the **last teacher contract day**, the administrator will schedule and hold a final summative evaluation conference with all probationary teachers and teachers on summative evaluation to review student growth and to make a determination regarding the final rating in Standard 7: Student Academic Achievement. This date may be extended to June 30 at the agreement of the teacher and administrator. It is recommended that administrators meet with teachers not in their summative year to review end of year student progress. At the administrator's discretion, this review may be conducted through grade level teams, content teams, department meetings, a staff meeting, or in another format that promotes discussion, collegiality, and reflection.

### Summary of Goal Setting for Student Progress

Prior To:	Goal Setting Step/Action	Documentation
October 15	1. Determine needs <ul style="list-style-type: none"> <li>• Administer baseline assessment</li> <li>• Analyze student data</li> </ul>	Section 1 <i>Goal Setting for Student Progress</i> form
October 15	2. Create Learning Goals	Section 2 <i>Goal Setting for Student Progress</i> form
October 15	3. Create and implement teaching and learning strategies	Section 3 <i>Goal Setting for Student Progress</i> form
November 5	Administrator/Teacher beginning of year conference to review steps 1-3.	Sections 1-3 <i>Goal Setting for Student Progress</i> form
January 30	4. Monitor student progress <ul style="list-style-type: none"> <li>• Administer mid-year assessment</li> <li>• Analyze student data</li> <li>• Adjust teaching and learning strategies</li> </ul>	Sections 3-4 <i>Goal Setting for Student Progress</i> form
February 28	Administrator/Teacher mid-year conference to review steps 3-4	Sections 3-4 <i>Goal Setting for Student Progress</i> form
June 7	5. Determine Student Progress <ul style="list-style-type: none"> <li>• Administer end-of-year assessment</li> <li>• Analyze student data</li> </ul>	Section 5 <i>Goal Setting for Student Progress</i> form
Last teacher contract day	Administrator/Teacher final conference to review student progress	Section 5 <i>Goal Setting for Student Progress</i> form

### Teacher-Selected Evidence of Student Progress

Teachers have measures that provide evidence of student progress and growth. Throughout the year, teachers should maintain records of student growth on division assessments and be prepared to have discussions with administrators regarding student progress. Teachers will select additional student assessment measures to document evidence of student progress.

## PART 5: RATING TEACHER PERFORMANCE

### Performance Ratings

The rating scale describes four levels of how well the standards are performed on a continuum from “extending” to “unacceptable.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “extending”), note those who meet the standard (i.e., “effective”), and use the two levels of feedback for teachers who do not meet expectations (i.e., “developing/needs improvement” and “unacceptable”).

The following table defines and describes the four rating levels. **NOTE: Ratings are applied to individual performance standards, NOT performance indicators.**

**Definitions of Terms Used in Rating Scale**

Category	Description	Definition
<b>Extending</b>	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the division’s mission and goals.	Exceptional performance: <ul style="list-style-type: none"><li>consistently exhibits behaviors that have a strong positive impact on learners and the school climate</li><li>serves as a role model to others</li><li>sustains high performance over a period of time</li></ul>
<b>Effective</b>	The teacher meets the standard in a manner that is consistent with the division’s mission and goals.	Effective performance: <ul style="list-style-type: none"><li>meets the requirements contained in the job description as expressed in the evaluation criteria</li><li>demonstrates willingness to learn and apply new skills</li><li>exhibits behaviors that have a positive impact on learners and the school climate</li></ul>
<b>Developing/ Needs Improvement</b>	The teacher often performs below the established standard or in a manner that is inconsistent with the division’s mission and goals.	Below acceptable performance: <ul style="list-style-type: none"><li>requires support in meeting the standards</li><li>results in less than quality work performance</li><li>leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator</li></ul>
<b>Unacceptable</b>	The teacher consistently performs below the established standard or in a manner that is inconsistent with the division’s mission and goals.	Ineffective performance: <ul style="list-style-type: none"><li>does not meet the requirements contained in the job description as expressed in the evaluation criteria</li><li>may result in the employee not being recommended for continued employment</li></ul>

## Performance Rubrics for Effective Teaching

A performance rubric is provided for each of the seven standards. The performance rubric is a behavioral summary scale that describes performance levels for each teacher performance standard. The rating scale is applied for the summative evaluation of all teachers. The rating of “effective” is the expected level of performance.

<b>Performance Standard 1: Professional Knowledge</b> <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>			
<b>Extending</b>	<b>Effective</b>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	<b>The teacher demonstrates an understanding of the curriculum, the subject content, and student development by providing relevant learning experiences.</b>	The teacher inconsistently demonstrates understanding of the curriculum, subject content, and student development.	The teacher consistently demonstrates a lack of understanding of the curriculum, subject content, and student development.

<b>Performance Standard 2: Instructional Planning</b> <i>The teacher plans using the Virginia Standards of Learning, the division’s curriculum, effective strategies, resources, and data to meet the needs of all students.</i>			
<b>Extending</b>	<b>Effective</b>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	<b>The teacher plans using the Virginia Standards of Learning, the division’s curriculum, effective strategies, resources, and data to meet the needs of all students.</b>	The teacher inconsistently uses the division’s curriculum, effective strategies, resources, and data.	The teacher demonstrates a lack of planning or does not adequately plan using the division’s curriculum, effective strategies, resources, and data.

**Performance Standard 3: Instructional Delivery**

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

<b>Extending</b>	<b>Effective</b>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	<b>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b>	The teacher inconsistently uses instructional strategies to engage students.	The teacher's instruction fails to address students' learning needs.

**Performance Standard 4: Assessment for/of Learning**

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

<b>Extending</b>	<b>Effective</b>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	<b>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and parents throughout the school year.</b>	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes.	The teacher uses inadequate assessment sources, assesses infrequently, and does not use data to make instructional decisions or report on student progress.

**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.*

<b>Extending</b>	<b>Effective</b>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	<b>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b>	The teacher is inconsistent in using resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment.	The teacher fails to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment.

**Performance Standard 6: Professionalism**

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

<b>Extending</b>	<b>Effective</b>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	<b>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.</b>	The teacher inconsistently participates in professional growth and displays lapses in professional judgment and effective communication.	The teacher does not adhere to professional ethics or division policies, including expectations for professional growth and communication.

**Performance Standard 7: Student Academic Progress**

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

<b>Extending</b>	<b>Effective</b>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher consistently takes a key leadership role in assisting other professionals to achieve high levels of student academic progress, or the work of the teacher consistently results in recognition of high levels of student academic progress.	<b>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</b>	The work of the teacher results in limited student academic progress.	The work of the teacher does not achieve acceptable student academic progress.

## PART 6: MAKING SUMMATIVE DECISIONS

Administrators are responsible for ensuring that the Teacher Development and Evaluation Process is executed effectively and provides meaningful, relevant, and timely feedback to teachers. Administrators other than the site administrator, such as assistant principals and supervisors, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Summative evaluations are to be completed before the end of the school year. The administrator submits the signed Teacher Summative Evaluation Report to the Human Resources Department by June 30.

Administrators have two tools to guide their rating of teacher performance during the summative evaluation: (a) the sample performance indicators for effective teaching and (b) the performance rubric for effective teaching.

After collecting and reviewing information through observations, post-observation conferences, goal setting for student progress, and other relevant sources, including evidence the teacher offers, the administrator rates a teacher's performance for the summative evaluation. The summative evaluation must represent where the preponderance of evidence exists, based on multiple data sources. Each of the seven standards for effective teaching is given a rating of **extending (4)**, **effective (3)**, **developing/needs improvement (2)**, or **unacceptable (1)**. The results of the evaluation are discussed with the teacher at a summative evaluation conference. The rubric for effective teaching guides administrators in assessing how well a standard is performed, increases reliability among administrators, and helps teachers focus on ways to enhance their teaching practice.

### Single Summative Rating

In addition to receiving a diagnostic rating for each of the seven performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will provide an overall rating of the employee's performance. The final summative rating is determined by the rating and weight of each of the seven standards. The overall summative rating will be judged to be "extending," "effective," "developing/needs improvement," or "unacceptable."

In determining the final summative rating, the following rating is used:

**Extending = 4**

**Effective = 3**

**Developing/Needs Improvement = 2**

**Unacceptable = 1**

*Weight of each standard in determining the single summative rating*

<b>Standard</b>	<b>Weight</b>
1. Professional Knowledge	10%
2. Instructional Planning	10%
3. Instructional Delivery	10%
4. Assessment for/of Learning	10%
5. Learning Environment	10%
6. Professionalism	10%
7. Student Academic Progress	40%

*Single summative evaluation rating*

Extending	35-40
Effective	26-34
Developing/Needs Improvement	20-25
Unacceptable	10-19



## PART 7: IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

The [Professional Development Plan](#) and [Performance Improvement Plan](#) are two tools provided in the NNPS Teacher Development and Evaluation Process to support the development and improvement of teacher performance.

	Professional Development Plan	Performance Improvement Plan
<b>Purpose</b>	Completed as a self-directed activity by all teachers, but can be used by principal when necessary as a support tool for identified teachers. These teachers attempt to fulfill the standard but are often ineffective.	For teachers whose work needs improvement or is unacceptable.
<b>Initiates Process</b>	Teacher initiates process with guidance and monitoring by administrator. Administrator may also initiate process for development.	Administrator
<b>Documentation</b>	Form provided: <i>Professional Development Plan</i>	Form required: <i>Performance Improvement Plan</i>  Director of Human Resources and Executive Director(s) of School Leadership are notified when a teacher has a <i>Performance Improvement Plan</i> .
<b>Outcomes</b>	<p><b>Performance improves to effective</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher is responsible for continuing implementation of the <i>Professional Development Plan</i>.</li> </ul> <p><b>Some progress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrator continues support and monitoring of <i>Professional Development Plan</i> with teacher.</li> </ul> <p><b>Little or no progress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher may be moved to an <i>Improvement Plan</i>.</li> </ul>	<p><b>Sufficient improvement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recommendation to continue employment</li> </ul> <p><b>Inadequate improvement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recommendation to non-renew or dismiss the employee</li> </ul>

### Professional Development Plan

While the development and implementation of the *Professional Development Plan* is intended to be a teacher-driven development process ([see section 3](#)), it can also be used by the administrator to facilitate discussions with teachers regarding areas of concern.

At the request of the administrator or teacher, both parties meet to share what each will do to support the teacher's growth and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the administrator and teacher meet again to discuss the impact of the changes. The desired outcome would be that

the teacher's practice has improved to an effective level. In the event that improvements in performance are still needed, the administrator makes a determination as to whether to place the employee on a *Performance Improvement Plan*.

## **Performance Improvement Plan**

The [\*Professional Development Plan\*](#) is the first avenue for identifying areas of weakness and creating a plan for development. Prior to the development of a *Performance Improvement Plan*, the administrator and teacher have worked collaboratively on the implementation and monitoring of the teacher's individual *Professional Development Plan*.

If a teacher's performance does not meet the established expectations, the teacher may be placed on a *Performance Improvement Plan*. The *Performance Improvement Plan* is a more formal structure and is used for notifying a teacher of "unacceptable" performance or multiple areas that need improvement and is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an administrator at any point during the year for a teacher whose professional practice would benefit from additional support. The teacher and administrator cooperatively establish objectives, an implementation timeline, clarification of the roles and responsibilities for individuals included in the plan, and assessment criteria and procedures for performance improvement.

In accordance with GCBA-P- Procedure for Teacher Salary Placement, a teacher on a *Performance Improvement Plan* will not be eligible for any annual salary increase (including cost of living allowances) during the period for which the plan is effective. If the teacher is otherwise eligible, a salary increase will be provided effective on the date on which the teacher is evaluated as having successfully completed the *Performance Improvement Plan*; such salary increases will not be retroactive, but will be effective for the remainder of the contract year.

## **Implementation of Performance Improvement Plan**

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

- provide written notification to the teacher of the area(s) of concern
- formulate a *Performance Improvement Plan* in conjunction with the teacher
- review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period or according to the specifically established target dates

Assistance may include:

- support from an administrator, colleague, coach, instructional specialist, or supervisor
- conferences, classes, and workshops on specific topics
- other resources to be identified

## Resolution of Performance Improvement Plan

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

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated “effective.”
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated “developing/needs improvement.” The teacher is not eligible for any annual salary increase, including cost of living allowances (GCBA-P).
- Little or no improvement has been achieved; the teacher is rated “unacceptable.” The teacher is not eligible for any annual salary increase, including cost of living allowances (GCBA-P).

When a teacher is rated “unacceptable,” the teacher may be recommended for dismissal/non-renewal. If not dismissed, a new improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated “unacceptable” a second time, the administration and the Departments of Human Resources, School Leadership, and Curriculum and Development will develop a strategy to address unacceptable areas.

# Forms

## Reflective Questions for the Standards of Effective Teaching

Standard	Indicators	Reflective Questions
<b>1: Professional Knowledge</b>  <i>Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences</i>	<ul style="list-style-type: none"> <li>• Accurate knowledge of the subject matter</li> <li>• Skills relevant to the subject area(s) taught</li> <li>• Addresses appropriate curriculum standards</li> <li>• Integrates key content elements &amp; facilitates students' use of higher level thinking skills in instruction</li> <li>• Ability to connect present content with past and future learning experiences, other subjects, real-world experiences, &amp; applications</li> <li>• Bases instruction on goals that reflect high expectations &amp; understanding of the subject</li> <li>• Knowledge &amp; understanding of students' physical, social, emotional, &amp; cognitive development</li> <li>• Understands how family &amp; community values, language, &amp; culture influence learning</li> </ul>	<ul style="list-style-type: none"> <li>• How do you determine what knowledge &amp; skills would be addressed?</li> <li>• How do you make content relevant for students?</li> <li>• As you establish learning goals for students, how do you consistently convey your belief in their ability to be successful learners?</li> <li>• What unique aspects of your content do you consider when determining the most effective ways of addressing curriculum standards?</li> <li>• How do you facilitate students' use of higher level thinking skills?</li> <li>• How does knowledge of your students influence your instruction?</li> <li>• What efforts do you make to accommodate student differences in development &amp; talents?</li> </ul>
<b>2: Instructional Planning</b>  <i>Plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students</i>	<ul style="list-style-type: none"> <li>• Uses student learning data to guide planning</li> <li>• Plans are clear, logical, sequential, &amp; integrated across the curriculum</li> <li>• Selects &amp; refines existing materials &amp; to create new materials when necessary that are challenging, engaging, &amp; reflect the cultural diversity of the school, community, nation, &amp; world</li> <li>• Plans time realistically for pacing, content mastery, &amp; transitions</li> <li>• Plans differentiated instruction to meet the needs of all</li> <li>• Plans relevant lessons that reflect high expectations</li> <li>• Appropriate long- &amp; short-range plans &amp; adapts plans</li> </ul>	<ul style="list-style-type: none"> <li>• How do you adjust instruction based on your current assessment of students' mastery &amp; understanding?</li> <li>• How do you encourage students to develop &amp; understand skills/concepts</li> <li>• What criteria do you use to select appropriate &amp; challenging materials &amp; media that align with instructional goals?</li> <li>• What role do your expectations for students play in planning?</li> <li>• What do you know about student strengths/needs that help you choose appropriate strategies?</li> </ul>
<b>3: Instructional Delivery</b>  <i>Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs</i>	<ul style="list-style-type: none"> <li>• Learning experiences engage, challenge, motivate, &amp; actively involve students</li> <li>• Ability to engage &amp; maintain students' attention</li> <li>• Delivers instruction in a culturally, linguistically, &amp; gender-respectful manner</li> <li>• Makes learning relevant by connecting to students' existing knowledge, skills, &amp; strengths</li> <li>• Uses instructional technology, materials, &amp; resources to enhance student learning</li> <li>• Provides students the opportunity to explore concepts in varying degrees of depth, breadth, &amp; complexity</li> <li>• Differentiates instruction to meet students' needs</li> <li>• Engages students in individual work, cooperative learning, &amp; whole group activities as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• What do you do to encourage students to ask questions &amp; actively participate in class?</li> <li>• How do you foster academic curiosity &amp; critical thinking in students?</li> <li>• What teaching strategies do you use to accommodate the diverse learning needs of students?</li> <li>• What opportunities do you provide for students to explore concepts in varying degrees of depth &amp; complexity?</li> <li>• What adaptations do you make to provide individuals with additional support while addressing the pacing of instruction for students as a whole?</li> <li>• How do materials enhance student learning?</li> <li>• How do structures (individual work, cooperative learning, and whole group) support learning?</li> </ul>
<b>4: Assessment for/of Learning</b>  <i>Gathers, analyzes, and uses relevant data to measure student progress, guide instruction and delivery methods, and provide timely feedback to students and parents</i>	<ul style="list-style-type: none"> <li>• Uses pre-assessment data to develop expectations for students, differentiate instruction, &amp; document learning</li> <li>• Develops tools &amp; guidelines that help students set learning goals &amp; assess, monitor, &amp; reflect on their own work</li> <li>• Uses a variety of formative &amp; summative assessments that are valid &amp; appropriate for the content &amp; students</li> <li>• Grading practices report final mastery in relation to goals &amp; objectives</li> <li>• Ongoing, timely, &amp; specific feedback to students on their learning</li> <li>• Timely feedback to families regarding student progress</li> <li>• Reteaches material &amp;/or accelerates instruction based on assessments</li> </ul>	<ul style="list-style-type: none"> <li>• How do you design, adapt, or select appropriate assessments to address specific learning goals &amp; individual differences?</li> <li>• What additional data do you need to effectively differentiate instruction in your classroom &amp; how might you get these data?</li> <li>• How do you use the results of student assessments to evaluate &amp; adjust your teaching?</li> <li>• How do you model processes that guide students in assessing their own learning as well as the performance of others?</li> <li>• How do you provide feedback to students &amp;/or their families on their performance?</li> </ul>

Standard	Indicators	Reflective Questions
<b>5: Learning Environment</b>  <i>Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning</i>	<ul style="list-style-type: none"> <li>Establishes &amp; maintains relationships to promote rapport &amp; engagement</li> <li>Creates &amp; maintains a physical setting that maximizes learning time &amp; promotes learning &amp; safety</li> <li>Involves students in establishing clear expectations for classroom rules, routines, &amp; procedures</li> <li>Establishes a climate of trust &amp; teamwork by being consistent, fair, caring, &amp; attentive</li> <li>Models courtesy, active listening, &amp; enthusiasm for learning</li> <li>Fosters an appreciation of diversity, including language, culture, race, gender, &amp; special needs</li> <li>Provides opportunities for students to develop self-direction, self-discipline, &amp; conflict resolution skills</li> </ul>	<ul style="list-style-type: none"> <li>How do you model &amp; engage students in developing &amp; monitoring positive relationships, shared expectations for respectful interactions, thoughtful academic discussions, &amp; individual &amp; group responsibility for the learning environment?</li> <li>How do you recognize &amp; celebrate the achievements of students?</li> <li>How do you convey your personal enthusiasm for learning?</li> <li>How do you incorporate information about students' interests &amp; opinions in your interactions with students?</li> <li>How do you use the physical setting to promote learning?</li> <li>How do you provide students with opportunities for self-direction, self-discipline, &amp;/or conflict resolution?</li> </ul>
<b>6: Professionalism</b>  <i>Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning</i>	<ul style="list-style-type: none"> <li>Works in a collegial and collaborative manner with the school, the division, &amp; the community to promote students' well-being &amp; success</li> <li>Builds positive &amp; professional relationships with families through frequent &amp; effective communication</li> <li>Collaborates with colleagues &amp; seeks opportunities to develop skills by working with lead teachers, coaches, specialists, &amp; administrators.</li> <li>Reflects on &amp; identifies areas of personal strength &amp; weakness related to professional skills &amp; their impact on student learning</li> <li>Sets goals for improvement of performance, seeks opportunities, &amp; incorporates learning into instructional practice</li> <li>Engages in activities outside the classroom intended for development</li> <li>Demonstrates clear &amp; appropriate oral &amp; written English communication</li> <li>Adheres to federal/state laws, school/division policies, ethical guidelines</li> </ul>	<ul style="list-style-type: none"> <li>What self-assessment &amp; problem-solving strategies do you use to reflect on your practice?</li> <li>What are you doing to develop &amp; refine your teaching practices to meet the needs of students?</li> <li>How do you communicate &amp; collaborate with students' families?</li> <li>How does your collaboration with administrators &amp; colleagues lead to better coordination &amp; integration of learning goals &amp; standards across classrooms &amp; grade levels?</li> <li>How do you attempt to resolve concerns &amp; problems in a principled &amp; constructive manner?</li> <li>How does your appearance/demeanor reflect on you/ your profession?</li> <li>What strategies do you offer families to enable them to assist in their children's education?</li> </ul>
<b>7: Student Academic Progress</b>  <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress</i>	<ul style="list-style-type: none"> <li>Collaborates with colleagues in order to improve students' performance</li> <li>Sets measurable &amp; appropriate achievement goals for student learning progress based on baseline data</li> <li>Documents the progress of each student throughout the year.</li> <li>Provides evidence of timely and appropriate intervention strategies for students not making adequate progress</li> <li>Provides evidence of progress toward goals</li> <li>Uses available data to continually document &amp; communicate student progress &amp; adjust interim goals</li> </ul>	<ul style="list-style-type: none"> <li>What outcomes do you expect from students &amp; how will you know that they have been successful?</li> <li>To what extent do you develop SMART goals?</li> <li>How well do you document the progress of students?</li> <li>What evidence do you have of student progress toward goals?</li> </ul>

## TEACHER REFLECTION & SELF-ASSESSMENT (OPTIONAL)

Name: \_\_\_\_\_ SY: \_\_\_\_\_

Reflect on your practice, identifying your strengths and areas for growth. Rate your performance for each standard and use your reflections to develop your growth plan. **Key:**  
**EX – extending    EF – effective    DNI – developing/needs improvement    U - unacceptable**

Standards for Effective Teaching	Self-Rating
<p><b>1. Professional Knowledge:</b> <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Demonstrates accurate knowledge of the subject matter.</li><li>• Demonstrates skills relevant to the subject area(s) taught.</li><li>• Effectively addresses appropriate curriculum standards.</li><li>• Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li><li>• Demonstrates ability to connect present content with past and future learning experiences, other subjects, real-world experiences, and applications.</li><li>• Bases instruction on goals that reflect high expectations and understanding of the subject.</li><li>• Demonstrates knowledge and understanding of students' physical, social, emotional, and cognitive development.</li><li>• Understands how family and community values, language, and culture influence learning.</li></ul> <p>Reflections:</p>	
<p><b>2. Instructional Planning:</b> <i>The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.</i></p> <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Uses student learning data to guide planning.</li><li>• Develops plans that are clear, logical, sequential, and integrated across the curriculum.</li><li>• Demonstrates the ability to select and refine existing materials and to create new materials when necessary that are challenging, engaging, and reflect the cultural diversity of the school, community, nation, and world.</li><li>• Plans time realistically for pacing, content mastery, and transitions.</li><li>• Plans for differentiated instruction to meet the needs of all students.</li><li>• Plans relevant lessons that reflect high expectations.</li><li>• Develops appropriate long- and short-range plans and adapts plans as needed.</li></ul> <p>Reflections:</p>	

Standards for Effective Teaching	Self-Rating
<p><b>3. Instructional Delivery:</b> <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Provides learning experiences that engage, challenge, motivate, and actively involve students.</li> <li>• Demonstrates ability to engage and maintain students' attention.</li> <li>• Delivers instruction in a culturally, linguistically, and gender-respectful manner.</li> <li>• Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.</li> <li>• Uses instructional technology, materials, and resources to enhance student learning.</li> <li>• Provides students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.</li> <li>• Differentiates instruction to meet students' needs.</li> <li>• Engages students in individual work, cooperative learning, and whole group activities as appropriate.</li> </ul> <p>Reflections:</p>	
<p><b>4. Assessment for/of Learning:</b> <i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.</i></p> <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Uses pre-assessment data to develop expectations for students, differentiate instruction, and document learning.</li> <li>• Develops tools and guidelines that help students set learning goals and assess, monitor, and reflect on their own work.</li> <li>• Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.</li> <li>• Uses grading practices that report final mastery in relationship to content goals and objectives.</li> <li>• Provides ongoing, timely, and specific feedback to students on their learning.</li> <li>• Provides timely feedback to parents/guardians regarding student progress.</li> <li>• Reteaches material and/or accelerates instruction based on assessments.</li> </ul> <p>Reflections:</p>	



Standards for Effective Teaching	Self-Rating
<p><b>5. Learning Environment:</b> <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Establishes and maintains relationships with students to promote rapport and engagement.</li> <li>• Creates and maintains a physical setting that maximizes learning time and promotes learning and safety.</li> <li>• Involves students in establishing clear expectations for classroom rules, routines, and procedures.</li> <li>• Establishes a climate of trust and teamwork by being consistent, fair, caring, and attentive.</li> <li>• Models courtesy, active listening, and enthusiasm for learning.</li> <li>• Fosters an appreciation of diversity, including language, culture, race, gender, and special needs.</li> <li>• Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills.</li> </ul> <p>Reflections:</p>	
<p><b>6. Professionalism:</b> <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.</i></p> <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Works in a collegial and collaborative manner with the school, the division, and the community to promote students' well-being and success.</li> <li>• Builds positive and professional relationships with parents/guardians through frequent and effective communication.</li> <li>• Collaborates with colleagues and seeks opportunities to develop skills by working with lead teachers, instructional coaches, specialists, and administrators.</li> <li>• Reflects on and identifies areas of personal strength and weakness related to professional skills and their impact on student learning.</li> <li>• Sets goals for improvement of performance, seeks opportunities, and incorporates learning into instructional practice.</li> <li>• Engages in activities outside the classroom intended for school and student development.</li> <li>• Demonstrates clear and appropriate oral and written English in all communication.</li> <li>• Adheres to federal and state laws, school and division policies, and ethical guidelines.</li> </ul> <p>Reflections:</p>	

Standards for Effective Teaching	Self-Rating
<p><b>7. Student Academic Progress:</b> <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p> <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Collaborates with colleagues in order to improve students' performance.</li> <li>• Sets measurable and appropriate achievement goals for student learning progress based on baseline data.</li> <li>• Documents the progress of each student throughout the year.</li> <li>• Provides evidence of timely and appropriate intervention strategies for students not making adequate progress.</li> <li>• Provides evidence of progress toward achievement goals.</li> <li>• Uses available data to continually document and communicate student progress and adjust interim achievement goals.</li> </ul> <p>Reflections:</p>	
<p align="center"><b>College, Career and Citizen-Ready Skills</b>  <i>Reflect on your proficiency at giving students opportunities to learn and apply College, Career, &amp; Citizen-Ready Skills in a variety of contexts.</i></p>	
<p><b>Information Literacy</b>          Use an inquiry process to locate, evaluate and use sources based on accuracy, authority, and point of view to explore a question/topic and synthesize and share findings and give appropriate credit/ citation.</p>	
<p><b>Communication</b>          Select and use appropriate format to effectively engage the target audience in a topic, point of view, argument and/or creative work</p>	
<p><b>Critical Thinking</b>          Analyze and evaluate information, ideas, or objects to develop a point of view, make predictions, or draw inferences</p>	
<p><b>Problem-Solving</b>          Identify and define a problem-situation and work through a procedure to determine viable and appropriate solutions and next steps and carry out as applicable</p>	
<p><b>Creativity and Innovation</b>          Generate and develop ideas, solutions and connections to create something original/novel that is meaningful or useful</p>	
<p><b>Social Responsibility</b>          Contribute to the improvement of the local, national, or global community by making decisions /taking actions to enhance the welfare of society in an ethical manner</p>	
<p><b>Collaboration</b>          Work with others by sharing responsibility and critically examining knowledge and ideas to build consensus in order to achieve an objective</p>	
<p><b>Initiative and Self-Direction</b>          Independently select area of focus, develop achievable goals, organize and carry out plan, and seek feedback to achieve goals within designated timelines</p>	

## PROFESSIONAL DEVELOPMENT PLAN

Name: \_\_\_\_\_

SY: \_\_\_\_\_

Based on your reflections, use this document to identify areas for development and to outline a plan for professional growth that will increase students' acquisition and application of *College, Career, & Citizen-Ready Skills*.

**I will become more expert at providing opportunities for my students to apply the following College, Career, & Citizen-Ready Skills:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Critical Thinking           | <input type="checkbox"/> Problem-Solving       | <input type="checkbox"/> Collaboration           |
| <input type="checkbox"/> Initiative & Self-Direction | <input type="checkbox"/> Communication         | <input type="checkbox"/> Creativity & Innovation |
| <input type="checkbox"/> Information Literacy        | <input type="checkbox"/> Social Responsibility |  |

**I will become more expert at the following standards of effective teaching:**

- |   |                 |
|---|-----------------|
| <input type="checkbox"/> Professional Knowledge<br><input type="checkbox"/> Instructional Planning<br><input type="checkbox"/> Instructional Delivery<br><input type="checkbox"/> Assessment for/of Learning<br><input type="checkbox"/> Learning Environment<br><input type="checkbox"/> Professionalism | <b>Details:</b> |
|---|-----------------|

Action Steps	Resources Needed	Timeframe/Evidence

### GOAL SETTING FOR STUDENT PROGRESS FORM

<b>Teacher:</b>	<b>School Year:</b>	
<b>Evaluator:</b>	<b>Subject/Grade:</b>	
<b>College, Career, &amp; Citizen-Ready Skills</b> addressed based on student achievement and data analysis:		
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Critical Thinking</div> <div style="width: 33%;"><input type="checkbox"/> Problem-Solving</div> <div style="width: 33%;"><input type="checkbox"/> Collaboration</div> <div style="width: 33%;"><input type="checkbox"/> Initiative &amp; Self-Direction</div> <div style="width: 33%;"><input type="checkbox"/> Communication</div> <div style="width: 33%;"><input type="checkbox"/> Creativity &amp; Innovation</div> <div style="width: 33%;"><input type="checkbox"/> Information Literacy</div> <div style="width: 33%;"><input type="checkbox"/> Social Responsibility</div> </div>		
<b>Context</b> What are the details of the class?		
<b>1. Baseline Data</b> What does the current data show?		
<b>2. Goal Statement</b> What do I want my students to accomplish?		
<b>3. Instructional Plan</b>		
<b>Instructional Strategy</b>	<b>Resources Needed</b>	<b>Evidence &amp; Target Date</b>

#### **4. Mid-Year Review**

**Describe the mid-year results and attach any relevant data.**

**Describe the adjustments to instruction for the coming semester.**

#### **5. End of Year Data Results**

**Describe the end-of-year results and attach any relevant data.**



















**Reflect on the impact on my instruction in the future.**

## Grades PK – 2 Student Survey

### **Directions:**

As your teacher reads the sentence, color the face that shows what you think.

Teacher \_\_\_\_\_ Date \_\_\_\_\_

	Yes	Sometimes	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. My teacher shows me how to do things.			
4. I know what the rules are in my class.			
5. I am able to do the work my teacher gives me.			
6. I am happy when I am in class.			

## Grade 3-5 Student Survey

### Directions:

Do not put your name on this survey. Read each of the statements. Respond to the statements by placing a checkmark (✓) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

Teacher \_\_\_\_\_ School Year \_\_\_\_\_

	YES	SOMETIMES	NO
1. My teacher listens to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher gives me help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am able to do the work in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel safe in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My teacher uses many ways to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teacher explains how my learning can be used outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My teacher helps me understand my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My teacher shows respect to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My teacher allows me to show my learning in different ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My teacher makes class interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am able to learn in my classroom without disruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not put your name on this survey. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box.

Teacher's Name	School Year	Class/Period		
	Strongly Agree	Agree	Disagree	Strongly Disagree
My teacher sets high learning standards for the class.				
My teacher makes class interesting and relevant to me.				
My teacher knows the subject matter.				
My teacher uses many different methods to present information.				
My teacher keeps me informed of my progress.				
My teacher allows me to demonstrate my learning in a variety of ways.				
My teacher returns my work within a few days.				
My teacher uses class time effectively.				
My teacher has the respect of students.				
My teacher enforces rules fairly and consistently.				
My teacher encourages me to think for myself.				
My teacher helps me to be organized.				
My teacher is approachable and willing to help me.				
My teacher is available to help me outside of class time.				
My teacher creates an orderly classroom environment so that I can learn.				



## Student Survey Summary

Teacher's Name \_\_\_\_\_ School Year \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_

1. How many surveys did you distribute? \_\_\_\_\_
2. How many completed surveys were returned? \_\_\_\_\_
3. What is the percentage of completed questionnaires you received? \_\_\_\_\_%

### 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.

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?

## DIALOGUE GUIDE FOR ADMINISTRATORS

This dialogue guide provides sample questions and conversation starters that administrators may adapt and use during conferences with teachers.

### **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.*

#### **Focus Prompts from Observation Forms**

- How did you determine what knowledge and skills would be addressed in this lesson?
- How did you facilitate students' use of higher level thinking skills in this lesson?
- How did you make the content of this lesson relevant for students?
- How did your knowledge of your students influence your instruction in this lesson?

#### **Suggested Questions or Dialogue Starters**

- How did you make content relevant for your students?
- What do you know about student strengths and needs that helped you choose appropriate strategies?
- What specific aspects of your content did you consider when determining the most effective ways of addressing curriculum standards?
- Tell me about a time when you knew for certain that your students met the curriculum objective(s) at the level of rigor that the standard intended.
- Give me an example of accommodations you made for students based on their development and talents.

### **Performance Standard 2: Instructional Planning**

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

#### **Focus Prompts from Observation Forms**

- What role did your knowledge of students and student data play in planning this lesson?
- How does this lesson fit in the sequence of the curriculum?
- How did you choose materials for this lesson?
- What role did your expectations for students play in planning this lesson?

#### **Suggested Questions or Dialogue Starters**

- What factors did you consider when selecting content and learning activities for this lesson?
- How did you adjust instruction and pacing based on your current assessment of students' mastery and understanding?
- How did you select and adapt materials and resources?
- How did pacing affect your selection of appropriate and challenging materials and media that aligned with instructional goals?
- Would you change this lesson the next time it is taught? If so, what changes would you make and why?

**Performance Standard 3: Instructional Delivery**

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

**Focus Prompts from Observation Forms**

- How did the learning experiences in this lesson engage students?
- How did the learning experiences in this lesson reflect your knowledge of your students?
- How did the materials used in this lesson enhance student learning?
- How did the structures in this lesson (individual work, cooperative learning, whole group, etc.) support learning?

**Suggested Questions or Dialogue Starters**

- What did you do to encourage students to ask questions and actively participate in class?
- How did you connect current content to past and future content?
- What teaching strategies did you use to accommodate the diverse learning needs of students?
- What opportunities did you provide for students to explore concepts in varying degrees of depth and complexity?
- What adaptations did you make to provide individuals with additional support while addressing the pacing of instruction for students as a whole?
- Tell me about a lesson or unit that fostered academic curiosity and critical thinking in students.

**Performance Standard 4: Assessment for/of Learning**

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

**Focus Prompts from Observation Forms**

- How did pre-assessment data help you develop expectations and differentiate instruction for students in this lesson?
- How did formative or summative assessment in this lesson help you evaluate next steps for student learning?
- How will you provide feedback to students and/or their families on their performance during this lesson?

**Suggested Questions or Dialogue Starters**

- How did you design, adapt, or select appropriate assessments to address specific learning goals and individual differences?
- What kinds of data did you use to effectively differentiate instruction?
- How did you use the results of student assessments to evaluate and adjust your teaching?
- What did the students do to show that they had achieved the lesson objective(s)?
- Tell me how you guided students in assessing their own learning.
- How and how often have you provided feedback to students and their families on their performance?
- How have your grading practices reported final mastery in relation to your course goals and objectives?
- Describe how your method of assessment matched the lesson objective.

**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.*

**Focus Prompts from Observation Forms**

- How did your relationships with students promote engagement in this lesson?
- How did you use the physical setting to promote learning in this lesson?
- How did you model and encourage qualities of a respectful, positive, and safe environment for students during this lesson?
- How did you provide students with opportunities for self-direction, self-discipline, and/or conflict resolution in this lesson?

**Suggested Questions or Dialogue Starters**

- How have you established a climate of trust and teamwork?
- How have you modeled and engaged students in developing and monitoring positive relationships and shared classroom expectations for respectful interactions?
- How have you recognized and celebrated the achievements of students?
- How have you conveyed your personal enthusiasm for learning? And for your content area?
- How did you incorporate information about students' interests and opinions in your interactions with students?
- How did you provide students with opportunities for self-direction and initiative?
- How do you assess students in their ability to resolve conflicts? How have you fostered and developed your students' abilities to resolve conflicts?

**Performance Standard 6: Professionalism**

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

**Suggested Questions or Dialogue Starters**

- What self-assessment strategies have you used to reflect on your practice?
- What are you doing to develop and refine your teaching practices to meet the needs of the students, school, and district?
- How has your collaboration with administrators and colleagues impacted your professional growth?
- Tell me about an experience when collaboration with administrators and/or colleagues positively impacted student learning.
- How have you communicated and collaborated with students' families?
- What strategies have you offered families to enable them to assist in their children's education?
- How have you identified and resolved concerns and issues in an ethical and constructive manner?
- How does your appearance/demeanor/communication reflect on you and your profession?

**Performance Standard 7: Student Academic Progress**

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

**Suggested Questions or Dialogue Starters**

- What outcomes did you expect from students and how did you know that they were successful?
- What measures or data points did you use to determine each student's baseline and to set learning goals? How did you monitor student progress?
- How did you document the progress of students and what did you do if a student was not progressing?
- What evidence do you have of student progress toward goals?

## TEACHER OBSERVATION FORM A

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Observer \_\_\_\_\_

### **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**

- Demonstrates accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to connect present content with past and future learning experiences, other subjects, real-world experiences, and applications.
- Bases instruction on goals that reflect high expectations and understanding of the subject.
- Demonstrates knowledge and understanding of students' physical, social, emotional, and cognitive development.
- Understands how family and community values, language, and culture influence learning.

#### **Observations relating to professional knowledge**

#### **Guiding Questions:**

- How did you determine what knowledge and skills would be addressed in this lesson?
- How did you facilitate students' use of higher level thinking skills?
- How did you make the content relevant for students?
- How did your knowledge of your students influence your instruction?

**Performance Standard 2: Instructional Planning**

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

**Sample Performance Indicators**

- Uses student learning data to guide planning.
- Develops plans that are clear, logical, sequential, and integrated across the curriculum.
- Demonstrates the ability to select and refine existing materials and to create new materials when necessary that are challenging, engaging, and reflect the cultural diversity of the school, community, nation, and world.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction to meet the needs of all students.
- Plans relevant lessons that reflect high expectations.
- Develops appropriate long- and short-range plans and adapts plans as needed.

**Observations relating to instructional planning****Guiding Questions:**

- What role did your knowledge of students and student data play in planning this lesson?
- How does this lesson fit in the sequence of the curriculum?
- How did you choose materials?
- What role did your expectations for students play in planning this lesson?

**Performance Standard 3: Instructional Delivery**

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

**Sample Performance Indicators**

- Provides learning experiences that engage, challenge, motivate, and actively involve students.
- Demonstrates ability to engage and maintain students' attention.
- Delivers instruction in a culturally, linguistically, and gender-respectful manner.
- Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.
- Uses instructional technology, materials, and resources to enhance student learning.
- Provides students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.
- Differentiates instruction to meet students' needs.
- Engages students in individual work, cooperative learning, and whole group activities as appropriate.

**Observations relating to instructional delivery****Guiding Questions:**

- How did the learning experiences engage students?
- How did the learning experiences reflect your knowledge of your students?
- How did the materials enhance student learning?
- How did the structures (individual work, cooperative learning, whole group, etc.) support student learning?

**Performance Standard 4: Assessment for/of Learning**

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

**Sample Performance Indicators**

- Uses pre-assessment data to develop expectations for students, differentiate instruction, and document learning.
- Develops tools and guidelines that help students set learning goals and assess, monitor, and reflect on their own work.
- Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.
- Uses grading practices that report final mastery in relationship to content goals and objectives.
- Provides ongoing, timely, and specific feedback to students on their learning.
- Provides timely feedback to parents/guardians regarding student progress.
- Reteaches material and/or accelerates instruction based on assessments.

**Observations relating to assessment for and of learning****Guiding Questions:**

- How did pre-assessment data help you develop expectations and differentiate instruction for students in this lesson?
- How did formative or summative assessment in this lesson help you evaluate next steps for student learning?
- How will you provide feedback to students and/or their families on their performance?

**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**

- Establishes and maintains relationships to promote rapport and engagement.
- Creates and maintains a physical setting that maximizes learning time and promotes learning and safety.
- Involves students in establishing clear expectations for classroom rules, routines, and procedures.
- Establishes a climate of trust and teamwork by being consistent, fair, caring, and attentive.
- Models courtesy, active listening, and enthusiasm for learning.
- Fosters an appreciation of diversity, including language, culture, race, gender, and special needs.
- Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills.

**Observations relating to learning environment****Guiding Questions:**

- How did relationships with students promote engagement?
- How did you use the physical setting to maximize learning?
- How did you model and encourage qualities of a respectful, positive, and safe environment?
- How did you provide opportunities for self-direction, self-discipline, and/or conflict resolution?



## **TEACHER OBSERVATION FORM B**

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Observer \_\_\_\_\_

### **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.*

#### **Observations**

#### **Guiding Questions:**

- How did you determine what knowledge and skills would be addressed in this lesson?
- How did you facilitate students' use of higher level thinking skills?
- How did you make the content relevant for students?
- How did your knowledge of your students influence your instruction?

### **Performance Standard 2: Instructional Planning**

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

#### **Observations**

#### **Guiding Questions:**

- What role did your knowledge of students and student data play in planning this lesson?
- How does this lesson fit in the sequence of the curriculum?
- How did you choose materials?
- What role did your expectations for students play in planning this lesson?

### **Performance Standard 3: Instructional Delivery**

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

#### **Observations**

#### **Guiding Questions:**

- How did the learning experiences engage students?
- How did the learning experiences reflect your knowledge of your students?
- How did the materials enhance student learning?
- How did the structures (individual work, cooperative learning, whole group, etc.) support student learning?

**Performance Standard 4: Assessment for/of Learning**

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

**Observations****Guiding Questions:**

- How did pre-assessment data help you develop expectations and differentiate instruction for students in this lesson?
- How did formative or summative assessment in this lesson help you evaluate next steps for student learning?
- How will you provide feedback to students and/or their families on their performance?

**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.*

**Observations****Guiding Questions:**

- How did relationships with students promote engagement?
- How did you use the physical setting to maximize learning?
- How did you model and encourage qualities of a respectful, positive, and safe environment?
- How did you provide opportunities for self-direction, self-discipline, and/or conflict resolution?

### TEACHER OBSERVATION FORM C

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Observer \_\_\_\_\_

<b>1: Professional Knowledge-</b> <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>	
<b>Evidence:</b>	<b>Comments:</b>
<b>2: Instructional Planning-</b> <i>The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.</i>	
<b>Evidence:</b>	<b>Comments:</b>
<b>3: Instructional Delivery-</b> <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>	
<b>Evidence:</b>	<b>Comments:</b>
<b>4: Assessment for/of Learning-</b> <i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.</i>	
<b>Evidence:</b>	<b>Comments:</b>
<b>5: Learning Environment-</b> <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>	
<b>Evidence:</b>	<b>Comments:</b>

## TEACHER OBSERVATION FORM D

Date \_\_\_\_\_  
Grade/Subject \_\_\_\_\_

Teacher \_\_\_\_\_  
Observer \_\_\_\_\_

<p><b>Standard 1: Professional Knowledge</b> <i>understands the curriculum, subject content, and the developmental needs of students</i></p> <ul style="list-style-type: none"> <li>Accurate knowledge of the subject</li> <li>Skills relevant to the subject</li> <li>Addresses appropriate standards</li> <li>Integrates key content</li> <li>Facilitates use of higher level thinking</li> <li>Connects present content with past and future learning, other subjects, real-world experiences, and application</li> <li>Goals reflect high expectations</li> <li>Understanding of students' physical, social, emotional, and cognitive development</li> <li>Understands how values, language, and culture influence learning</li> </ul>	<p><b>Standard 2: Instructional Planning</b> <i>uses standards, curriculum, effective strategies, resources, and data to meet the needs of all students</i></p> <ul style="list-style-type: none"> <li>Data guides planning</li> <li>Plans are clear, logical, sequential, and integrated across the curriculum</li> <li>Selects/refines existing materials or creates new materials that are challenging, engaging, and reflect cultural diversity</li> <li>Plans for pacing and transitions</li> <li>Plans for differentiated instruction</li> <li>Relevant lessons reflect high expectations</li> <li>Appropriate long- and short-range plans and adapts plans as needed</li> </ul>	<p><b>Standard 3: Instructional Delivery</b> <i>engages students in learning by using a variety of instructional strategies to meet individual learning needs</i></p> <ul style="list-style-type: none"> <li>Learning experiences engage, challenge, and motivate students</li> <li>Engages and maintains attention</li> <li>Instruction is culturally, linguistically, and gender-respectful</li> <li>Connects to students' existing knowledge and strengths for relevancy</li> <li>Technology, materials, and resources enhance student learning</li> <li>Students explore concepts in varying degrees of depth and complexity</li> <li>Meets students' needs</li> <li>Variety of grouping structures</li> </ul>

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> <b>Critical Thinking</b><br>*Analyze<br>*Evaluate<br>*Develop a point of view           | <input type="checkbox"/> <b>Problem Solving</b><br>*Identify & define problem<br>*Use a procedure to consider solutions<br>*Determine next steps & implement | <input type="checkbox"/> <b>Creativity &amp; Innovation</b><br>*Generate ideas<br>*Create something novel        | <input type="checkbox"/> <b>Information Literacy</b><br>*Use inquiry process<br>*Evaluate sources<br>*Explore question<br>*Synthesize findings          |
| <input type="checkbox"/> <b>Communication</b><br>*Appropriate format for audience<br>*Engage audience in a topic | <input type="checkbox"/> <b>Social Responsibility</b><br>*Contribute to improvement<br>*Make decisions & take action<br>*Enhance welfare                     | <input type="checkbox"/> <b>Collaboration</b><br>*Share responsibility<br>*Examine knowledge<br>*Build consensus | <input type="checkbox"/> <b>Initiative &amp; Self-Direction</b><br>*Select focus area<br>*Develop goals<br>*Organize & carry out plan<br>*Seek feedback |

<p><b>Standard 4: Assessment for/of Learning</b>  <i>gathers, analyzes, and uses data to measure student progress, guide instruction and delivery methods, and provide timely feedback</i></p> <ul style="list-style-type: none"> <li>• Uses pre-assessment data to develop expectations, differentiate instruction, and document learning</li> <li>• Helps students set learning goals and assess, monitor, and reflect on their own work</li> <li>• Formative and summative assessments are appropriate</li> <li>• Grading practices report final mastery of goals/objectives</li> <li>• Provides ongoing, timely, and specific feedback to students</li> <li>• Provides timely feedback to parents/guardians</li> <li>• Uses assessments to reteach and/or accelerate instruction</li> </ul>	<p><b>Standard 5: Learning Environment</b>  <i>uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment conducive to learning</i></p> <ul style="list-style-type: none"> <li>• Relationships promote rapport and engagement</li> <li>• Physical setting maximizes learning and promotes safety</li> <li>• Involves students in establishing expectations for rules, routines, and procedures</li> <li>• Establishes a climate of trust and teamwork by being consistent, fair, caring, and attentive</li> <li>• Models courtesy, active listening, and enthusiasm for learning</li> <li>• Fosters an appreciation of diversity, including language, culture, race, gender, and special needs</li> <li>• Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills</li> </ul>

☐ **Critical Thinking**

- \*Analyze
- \*Evaluate
- \*Develop a point of view

☐ **Problem Solving**

- \*Identify & define problem
- \*Use a procedure to consider solutions
- \*Determine next steps & implement

☐ **Creativity & Innovation**

- \*Generate ideas
- \*Create something novel

☐ **Information Literacy**

- \*Use inquiry process
- \*Evaluate sources
- \*Explore question
- \*Synthesize findings

☐ **Communication**

- \*Appropriate format for audience
- \*Engage audience in a topic

☐ **Social Responsibility**

- \*Contribute to improvement
- \*Make decisions & take action
- \*Enhance welfare

☐ **Collaboration**

- \*Share responsibility
- \*Examine knowledge
- \*Build consensus

☐ **Initiative & Self-Direction**

- \*Select focus area
- \*Develop goals
- \*Organize & carry out plan
- \*Seek feedback

## Mid-Year Teacher Performance Summary

---

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

**School Year(s)** \_\_\_\_\_

**Grade/Subject** \_\_\_\_\_

**School** \_\_\_\_\_

*Directions: Evaluators use this form during the mid-year review to record a summary of the conversation and evidence for each standard. Evidence can be drawn from observations, the goal setting and student progress form, professional development plan, and other appropriate sources. A copy of the Mid-Year Teacher Performance Summary is provided to the teacher after the meeting.*

### **Professional Knowledge**

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

### **Instructional Planning**

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

### **Instructional Delivery**

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

### **Assessment for/of Learning:**

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

**Learning Environment**

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

**Professionalism:**

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

**Student Academic Progress**

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

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

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

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

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

### **PERFORMANCE IMPROVEMENT PLAN**

Employee: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_ Administrator: \_\_\_\_\_

**Part 1: Identified Need for Improvement, Action Plan, and Results** (form-fillable and will expand as needed)

Area(s) of Need and Objective(s) for Performance Improvement	Activities to be Completed by the Teacher	Resources/Support Provided to Teacher	Target Dates
Standard #_____ Need/Objective:			
Standard #_____ Need/Objective:			
Standard #_____ Need/Objective:			

**Performance Improvement Plan Activities Summary & Progress Update Meetings** (attach progress reports)

Review Date(s)	Description

The teacher's signature denotes receipt of the Performance Improvement Plan (PIP) and acknowledgement that the evaluator has notified the employee of unacceptable performance. Failure to make satisfactory improvement may lead to dismissal or non-renewal of annual contract.

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

Teacher Signature \_\_\_\_\_

Administrator Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Distribution:     1 copy Evaluatee             1 copy Evaluator             1 copy Human Resources



## PERFORMANCE IMPROVEMENT PLAN

### Part 2: Final Results of Performance Improvement Plan

Area(s) of Need and Objective(s) for Performance Improvement (from Pt. 1)	Results of Performance Actions
Standard #_____ Need/Objective:	
Standard #_____ Need/Objective:	
Standard #_____ Need/Objective:	

Final recommendation based on outcome of *Performance Improvement Plan*:

- ☐ Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated “effective.”
- ☐ Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated “developing/needs improvement.” The teacher is not eligible for any annual salary increase, including cost of living allowances (GCBA-P).
- ☐ Little or no improvement has been achieved; the teacher is rated “unacceptable.” The teacher is recommended for non-renewal/dismissal.

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Administrator Signature/Date

Distribution:      1 copy Evaluatee              1 copy Evaluator              1 copy Human Resources

## **PERFORMANCE IMPROVEMENT PLAN PROGRESS REPORT**

Employee: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Administrator: \_\_\_\_\_

### **Progress Report for Performance Improvement Plan (form-fillable and will expand as needed)**

To be completed for each conference with the teacher to review progress and update the PIP.

<b>Area(s) of Need and Objective(s) for Performance Improvement (from Pt. 1 of PIP)</b>	<b>Progress on Performance Actions</b>	<b>Comments/Next Steps</b>
Standard # _____ Need/Objective:		
Standard # _____ Need/Objective:		
Standard # _____ Need/Objective:		

The teacher's signature denotes receipt of the performance improvement plan progress update.

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

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Distribution:      1 copy Evaluatee              1 copy Evaluator              1 copy Human Resources

## TEACHER SUMMATIVE EVALUATION REPORT

Teacher \_\_\_\_\_ ID \_\_\_\_\_ School Year \_\_\_\_\_

Grade/Subject \_\_\_\_\_ School \_\_\_\_\_

*Based on the evidence gathered since the previous summative evaluation, note the level of performance for each standard as described by the performance rubrics.*

<b>Performance Standard 1: Professional Knowledge (10%)</b> <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>			
<b>Extending (4)</b>	<b>Effective (3)</b>	<b>Developing/ Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	The teacher demonstrates an understanding of the curriculum, the subject content, and student development by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, subject content, and student development.	The teacher consistently demonstrates a lack of understanding of the curriculum, subject content, and student development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>  <div style="height: 40px; border: 1px solid black;"></div>			

<b>Performance Standard 2: Instructional Planning (10%)</b> <i>The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.</i>			
<b>Extending (4)</b>	<b>Effective (3)</b>	<b>Developing/ Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the division's curriculum, effective strategies, resources, and data.	The teacher demonstrates a lack of planning or does not adequately plan using the division's curriculum, effective strategies, resources, and data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>  <div style="height: 100px; border: 1px solid black;"></div>			

**Performance Standard 3: Instructional Delivery (10%)**

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

<b>Extending (4)</b>	<b>Effective (3)</b>	<b>Developing/ Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies to engage students.	The teacher's instruction fails to address students' learning needs.

□	□	□	□
<i>Comments:</i>			

**Performance Standard 4: Assessment for/of Learning (10%)**

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

<b>Extending (4)</b>	<b>Effective (3)</b>	<b>Developing/ Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provides timely feedback to students and parents throughout the school year.	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes.	The teacher uses inadequate assessment sources, assesses infrequently, and does not use data to make instructional decisions or report on student progress.

□	□	□	□
<i>Comments:</i>			

<b>Performance Standard 5: Learning Environment (10%)</b> <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>			
<b>Extending (4)</b>	<b>Effective (3)</b>	<b>Developing/ Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	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 to provide a respectful, positive, safe, student-centered environment.	The teacher fails to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>  			

<b>Performance Standard 6: Professionalism (10%)</b> <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.</i>			
<b>Extending (4)</b>	<b>Effective (3)</b>	<b>Developing/ Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher regularly extends knowledge by pursuing additional learning and serving as a teacher leader within the school, division, and profession.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.	The teacher inconsistently participates in professional growth and displays lapses in professional judgment and effective communication.	The teacher does not adhere to professional ethics or division policies, including expectations for professional growth and communication.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>  			

<b>Performance Standard 7: Student Academic Progress (40%)</b>			
<i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i>			
<b>Extending (4)</b>	<b>Effective (3)</b>	<b>Developing/ Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher consistently takes a key leadership role in assisting other professionals to achieve high levels of student academic progress, or the work of the teacher consistently results in recognition of high levels of student academic progress.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in limited student academic progress.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> 			

### Overall Summative Evaluation Rating

☐ **Extending**      ☐ **Effective**      ☐ **Developing/Needs Improvement**      ☐ **Unacceptable**  
 35-40                      26-34                      20-25                      10-19

### Commendations:

### Areas Noted for Improvement:

- ☐ Recommended for continued employment.
- ☐ Recommended for placement on an *Improvement Plan*. (One or more standards are “unacceptable,” or two or more standards are “developing/needs improvement.”)
- ☐ Recommended for dismissal/non-renewal. (The teacher has failed to make progress on an *Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school division’s mission and goals.)

Teacher’s Name \_\_\_\_\_ Signature \_\_\_\_\_

Administrator’s Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_